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ABSTRACT

Over 24,000 school psychologists work in school systems throughout the United States. Examples of what school psychologists do to help educate U.S. children, on a state by state basis, are provided in this report. The text is divided into four components: "Helping Students Learn"; "Helping Teachers Teach"; "Helping Develop Family-Responsive Schools"; and "Helping Discipline Students." Each section is organized by state and offers a short description of programs that provide effective psychological practices for children, schools, and families. The programs outline how school psychologists help with classroom behavior, and how reality-based interventions can improve both learning and behavior. Some of the specific strategies covered include anger management, peer mediation, family outreach, preschool parent groups, social skills development, early intervention, and transition help. Each program has a contact name and phone number for further information. An appendix includes data on the profession of school psychology, information about the National Association of School Psychologists, relevant publications, and position statements. (RJM)

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School Psychologists:

Helping Educate All Children

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

ED 413 561

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Innovative and Effective Practices For Helping Students, Teachers and Families

School Psychologists: Helping Educate All Children

School psychologists are found in every school system in the nation. Over 24,000 in number, they are highly trained in education, mental health, child development and learning. They are problem solvers who, working with others, assist in changing environments, attitudes and systems to help children use their strengths to succeed in academic learning, social skills and citizenship. School psychologists coordinate and evaluate needs unique to individuals with special learning and behavior problems. They promote the use of research-based psychology theory to assist in curriculum, instruction and school reform. This is carried out through team problem solving; consultation; staff, teacher and parent training; research and evaluation; direct interventions; assessment; referral and case management in collaboration with other pupil services professionals, such as school social workers, counselors, nurses and others.

This document is a compilation of examples showing what school psychologists do to help educate our nation's children. Each example has a contact name and number for further information. The appendix includes data on the profession of school psychology, information about NASP, relevant publications, and position statements. This is a living document--we urge readers to submit their own successful programs for future editions. Sharing information about what works has the potential to improve graduation rates, employment and community life.

If you would like to submit entries for future editions, please send them to: NASP, 4340 East West Highway, Suite 402, Bethesda, MD 20814. Submissions should be IBM compatible and provided on disk along with hard copy. Submissions can also be sent by e-mail to NASP8455@AOL.COM or via the NASP Home Page on the World Wide Web at http://www.uncg.edu/~ericcas2/nasp. If you have questions, please contact the NASP Government and Professional Relations Staff at (301) 657-0270.

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Helping *Students Learn*

Helping students learn involves more than academic instruction. It requires the incorporation of motivation, attention, impulse control, learning styles, developmental differences in socialization and the unique individual needs of each child, including those with disabilities. School psychologists, through the use of observations, interviews and interventions with children, parents and teachers can help children use their skills and strengths to overcome impediments to learning. The following examples are a few of the innovative, effective school psychological practices helping children, their schools and families.

Arizona

Special and Regular Education Integration

School psychologist, Dr. Mary H. Arrendondo of Tempe, Arizona, is finding ways to overcome the educational distance between the regular classroom and the special education resource room. Linking resources, programs, teachers, curricula and students is Arredondo's goal. She established Learning Interventions with Kids (LINK) three years ago in Tempe Unified School District. Her mostly minority-populated district has been involved in bridging the gap to needy children by including special education students in the regular classroom and instituting the role of LINK teacher in the district. Her innovative program, which calls for collaboration among teachers, brings a "negotiator" to the classroom who works on behalf of the student by encouraging, monitoring and assessing progress, assisting with study aids, and helping the student feel at ease in the classroom. LINK provides a system of networking and cohesion, opening opportunities for students with disabilities and their peers. Students who need extra help spend time in the LINK room, which is smaller and less distracting. LINK has customized the school approach to the classroom by training teachers and administrators in learning strategies, collaborating on team teaching, implementing academic and behavioral interventions, and learning effective communication.

"We teach teachers to take a different role so they can collaborate with other teachers, monitor students' progress and most of all put students in an environment that is less restrictive."
- Dr. Mary Arrendondo

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School Psychologist
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California

Teaching Students Problem Solving Skills

School safety and discipline are improved by several programs being implemented in California. For example, the Peacemakers Program in Los Angeles teaches all children, including those in special education, to solve problems without fighting and disrupting learning. At the 75th Street School fighting incidents have decreased from around 15 a day to less than three per day. Serious fights are "very rare" since the schoolwide training coordinated by the school counselor and school psychologist. Peacemakers are awarded recognition for their actions in avoiding and stopping fights. Chronic problems in their school are addressed with more intensive intervention.

Contact: Evelyn W. Eccles
School Psychologist
(213) 752-0193

Integrated Planning Changes Behavior

In San Bernardino County, a kindergarten child with severe acting-out behavior was able to avoid further suspensions because of a single carefully thought out plan with many separate components. These included: 30 minutes of resource group time in the classroom, 30 minutes of tutoring assistance by an aide, pullout speech/language support, close to an hour of peer tutoring by two older students and behavior consultation between the teacher and the school psychologist. The teacher was extremely positive, appreciating both the amount and creativity of the provided support. The child has remained in school on a consistent basis since the plan went into effect and his behavior has improved markedly.

In Orange County, several students in a high school remedial reading class, which met directly following lunch, entered their classroom chronically late, with ostentatious behavior, shoe-shuffles, laughter, and applause. The school psychologist encouraged the teacher to announce to the class there would be a quick and fun reading test which was available on each student's desk as he or she entered the room. Students who entered late were to take a seat at the table in the back of the room and quietly read magazines. On the first day, the students who normally came to class on time began working on the speed reading test when the bell rang. When the usually late students entered with their usual flourish no one paid attention to them. At the end of the first week, the teacher reported that students were running to get to the class on time.

In Fresno County, a third grade student refused to do her assignments, even when sitting next to the teacher. The intervention was to have an extra "No Work Desk" added to the classroom and to label all other desks "Work Station." The student who was not working was given the choice to work at her own "Work Station" or to sit at the "No Work Desk," without paper, pencils, books or other materials. For one and a half days, the student chose to sit at the "No Work Desk" but then chose to sit at her "Work Station" and work productively. There was not a problem thereafter of her not doing her assignments. This solution made it clear to the student that her responsibility was to complete her work or acknowledge that she was not going to the "No Work Desk". To maintain her social status she worked and was rewarded with group approval and a sense of personal accomplishment.

Contact: Chris Otis
California Association of
School Psychologists
(916) 444-1595

Colorado

Respecting Diversity

At Ponderosa High School in Parker, Colorado, students and staff are expected to respect all people within our community, and cherish the individual characteristics that make each of us distinctly unique, including a wide variety of combinations of ethnic, gender, personal style, intellectual, and age diversities. Ponderosa has gone a step beyond "celebrating diversity." Several years ago, students were helped to clarify their own concept of respecting others. An informal coalition of students was formed who started the "Respect, Unity and Dignity for Everyone" organization. They call themselves "R.U.D.E." They clearly defined what respectful behavior implies: "I pledge to respect myself, the people of this school, and the people of this community: their dignity beliefs, and property. In doing so, I will build an atmosphere of respect."

Each year, the students spontaneously reorganize themselves and plan activities for the year. Students form an executive council. Those students, coming from a wide variety of interest groups, pledge to act as role models for other students. Role modeling by peers is perhaps one of the most powerful ways to gain recognition and acceptance of an idea in a secondary school.

The first year, the executive council asked all individual students to sign a pledge to follow the concepts of RUDE in daily school and community life. They gave out metal bracelets inscribed with the RUDE slogan. They made bumper stickers for cars. They garnered support from local businesses. They welcomed and involved students who were transitioning from the middle school to the high school.

Through the next couple of years, public recognition was given the RUDE activities. Teachers and staff at Ponderosa enthusiastically gave support to the organization. Students presented their work at university classes and on a local television show. They collected food and toys for needy children during the winter holiday season. They held a growth seminar for themselves. They worked with other metro area high schools in leadership-building activities.

Last year, a RUDE week was held, emphasizing individual recognition for students who best exemplified the attitudes of respect and dignity for everyone. This year, activities are planned which will recognize each individual student at Ponderosa, will reward students who are exemplary in the way they demonstrate respect for others, and will have a community outreach program to help others.

Celebrating/embracing diversity is an honorable idea. Ponderosa has honored people and their diversity as an intrinsic part of our community ethic. In focusing on respect, unity, dignity for everyone, a wider concept is embraced, one which will continue to thrive.

Contact: Ruth Gonzalez, PhD
(303) 721-8122

Connecticut

Inclusive Social Skill Development

School psychological services have a major impact on insuring a complete education for all students at Bethany Community School in Bethany, CT. The school psychologist has implemented a program where he has gone into every third grade classroom in the school to provide social skills training to both regular and special education students. This training supports inclusion with conflict resolution techniques, problem solving skills, and peer

mediation lesson. At this same school there has been frequent and consistent collaboration between regular education faculty and the school psychologist to plan behavior management strategies. Behavioral interventions have been developed to help individual students, whole classrooms, and entire grade levels, improve discipline and attention. Behavior management consultation services have even been provided to a local nursery school in order to get a four year old child with behavioral difficulties a head start on the path to school readiness. The school psychologist also played a major part in helping special education staff to develop a learning project for special education students that focused on all competencies measured with the Connecticut Mastery Test. This project integrated all parts of the students curriculum in a novel and energizing fashion. It also fostered close collaboration among staff members which had the benefit of improving schoolwide morale.

Contact: Christopher Brown
School Psychologist
Bethany Community School
(203) 393-3350

Indiana

Sharing What Works

A major role of the school psychologist is to facilitate movement toward a services delivery model that enhances the learning of all students. As a facilitator for change, the school psychologist needs to identify and give appropriate credit for collaborative teaching and cooperative learning projects already in place for the general education setting. Using these as models, others can be encouraged to develop and implement similar programs within their own classrooms. Acting as a change agent, the school psychologist interviewed teachers and observed in their classrooms. Next, the different collaboration programs that were reported to be successful were compiled and then distributed throughout the system.

Contact: Patricia S. Mirsky, EdD
School Psychologist
(317) 842-4475

Illinois

Therapeutic Transition Services

The idea for a Post Hospital Support Group began one afternoon at Downers Grove North High. A concerned teacher brought a 15 year old girl by the name of Linda to the attention of the school psychologist. Linda had slashes on her arm as a result of a suicide attempt the night before. Linda was eventually hospitalized, received multiple treatments, and finally returned to North High. To reduce her emotionally related learning problems she was provided with the in-school counseling in coordination with her community therapist and family. She was the first of several students to attempt suicide. Linda met with two other youths, also hospitalized for suicide attempts, in a support group. The next year the group started with four active members, then six, now fourteen. All of the students have been hospitalized, most for suicide attempts. Several of these youths have now overcome their adolescent depression and are on their way to graduation.

Contact: James Lund, NCSP
School Psychologist
(708) 852-0400

The school psychologist in a therapeutic day school program provides individual and group counseling for students with severe behavioral and emotional disabilities. They are currently arranging for the students' full time return to their local high school in all mainstream classes.

John is one example. For the past year, John has been attending half the day in his local school district and half the day with us and has been managing very well. When he returns to his high school full time in the fall, he will continue to receive related services (counseling). When John arrived in our program two years ago, he suffered from incapacitating anxiety, depression and suicidal thoughts. He was unable to attend school and missed over a month of classes. During his first week in our program, he cut his wrist with a pair of scissors at school. A phone call to his father that day not only kept John out of the hospital, but also began a close working relationship with his parents. Through the use of therapeutic support services and classroom management techniques, John overcame his per-

vasive anxiety, established more normalized relationships with staff and peers and reduced his depression so he was able to function fully in school. He used to miss at least one day a week and now he is rarely absent. He is earning almost all A's, got his driver's license and plans to the take a college entrance test in a few weeks. His success is directly related to effective services.

Contact: Linda Mihel
School Psychologist
Northern Suburban SED
(708) 831-5100

Socialization Training

In my capacity as the school psychologist for a junior high special education class, a teacher expressed concern about her students' socialization and problem-solving abilities. We agreed that I would lead a social skills problem-solving group on a short term basis. One of the students proudly shared an encounter during which he utilized one of the group's problem-solving strategies. His success was reflected in his comments, "I tried it and, wow, it worked!" He learned and generalized an important skill to a real life situation.

Contact: Kathleen D. Jones
School Psychologist
Northern Suburban Special
Education District
(708) 831-5100

Integrated Services Model

Project WRAP is a comprehensive system of education and support for children with serious emotional disturbance in the LaGrange Area Department of Special Education (LADSE). With the involvement of school psychologists, school social workers, special education teachers, special education consultants, paraprofessionals, interns, parents, and counselors, Project WRAP coordinates existing special education, mental health, child welfare, and social service programs/agencies. LADSE's WRAP model seeks to develop a comprehensive, interagency service delivery system. This leads to a reallocation of funds to support individualized care approaches and wrap-around models; the development of school-based services to strengthen schools' ability to effectively support and educate students with SED; the development of intensive in-home support services for families through local mental health centers in the LASDE community; the development of therapeutic foster homes and crisis stabilization homes in the LASDE community; and the development of parent advocacy and parent support networks.

Contact: Lucille Eber, EdD
LaGrange Area Department of
Special Education
(708) 354-5730

Iowa

Case Management

In Fort Dodge, Iowa, a school psychologist serving a middle school has been involved with many students who have exhibited behavior problems leading to the need for the identification of behavior disorders and the provision of special education services. The school psychologist has provided various interventions, including assessment and referral to physicians for attention deficit hyperactivity disorders. This often requires extensive effort on the part of the school psychologist in dealing with factors such as parental reluctance and poor follow-through, the scheduling of appointments, financial arrangements outside the school setting, and impatience on the part of school personnel who must continue dealing with the student's disruptive behavior on a regular basis. Results have varied from a dramatic improvement in student behavior, once appropriate medication is provided, so that no special education services were needed, to minimal general or special education services targeting problems such as learning disability or poor organization, to more extensive programming when undesirable behavior has continued.

Contact: Allen Hulme, NCSP
School Psychologist
Arrowhead Area
Education Agency
(515) 574-5413
Gary Reiners, Principal
(515) 574-5712

Phobia Prevention

In Dickinson County, Iowa, a fourth grade girl had become afraid to sleep in her own room at night, resulting in poor class participation and absence. She initially became frightened because of a series of bad experiences with bats in her bedroom. Both she and her parents were exasperated, but she was truly terrified that somehow the bats would return while she was asleep. Attempts by the elementary guidance counselor were unsuccessful. After four months of difficulty, her self confidence had fallen to a point that she was also beginning to have serious problems at school. The school psychologist was contacted and a behavior modification plan was developed. At the end of six weekly contacts with the girl as well as parent consultations, the girl was able sleep in her room for the entire night. Follow-up at three months found no return of the earlier problem behaviors at school or at home.

Contact: Joe Ulman, MS, NCSP
(712)-336-1331

Curriculum Based Assessment Improves Instruction

In Mason City, Iowa, a school psychologist worked with the principal and eight teachers to better measure progress of 179 students in a multi-grade program using an alternative assessment strategy. While traditional classrooms assign students all at the same grade level, multi-grade classrooms consist of students across two or three grade levels. Using curriculum-based measurement techniques, samples in reading, math, and written language were taken in the fall and spring.

The results were evaluated on three levels - the systems level, curriculum level, and individual student level. Statistical tests were run, comparing student achievement in traditional classrooms to students in the new model. Developmental trends were identified which will effect the class assignments for next year. Comparisons to previous norms were made to study the impact of curriculum changes. The results defined problems for students at risk for educational failure in the first grade. Plans are being made to supplement their program. In math and written language, strong gains were found. This pre-post measurement was a new and efficient way to test the effectiveness of the changes and can be used by teachers and administrators in lieu of expensive standardized testing.

On the individual basis, the data was used to identify students who were at risk, monitor their progress, and institute prereferral interventions. The data is being used to help decide objectives for students currently served under IDEA. Also, student achievement on this is used by building staff to determine when inclusion is appropriate. The unexpected benefit of this project has been informal staff development activities which have grown up as a result. The teachers are anxious to start doing their own progress monitoring. The teachers and school psychologist are meeting periodically to discuss curriculum-based measurement and effective interventions.

Contact: Joan B. Hodapp
School Psychologist
(515) 423-2857
Vern Bottorff, Principal
Harding Elementary School
(515) 421-4406

Isolating Behavior Addressed

In Adel, Iowa, a school psychologist serving the elementary school was asked to assist with a second grade student who had wetting problems in school as the result of anxiety. This was a very bright student who was doing well academically. However, the wetting problems were causing significant social problems and some within the school to question the need for special education services. Other students were isolating him, the teacher was very distressed over the wetting, and the combination of these problems was causing the student to make many negative statements about his ability and to describe many anxious feelings about coming to school.

The school psychologist visited with school and family members, observed him extensively in multiple settings at school and reviewed all available information in the student's file. Through careful analysis of the problem the school psychologist designed a program for the student where scheduled intake of fluids were monitored and specific bathroom breaks were taken. At the same time, enjoyable activities were provided for periods of no wetting and were removed when wetting occurred. This

plan was designed both for home and school. Over the course of approximately four months, the student made steady improvement toward the goal of not wetting. The teacher noted an increase in participation in activities with peers. The data from the school psychologist's interviews show that negative statements and reported anxiety regarding school were virtually gone. Both parent and teacher were no longer feeling a need for special education services because of the success of the program within the regular classroom.

Contact: Randy Allison, Supervisor
School Psychological Services
(515) 270-9030
Greg Robinson, Principal
Jensen Elementary School
(515) 253-2305

Addressing Learning Disabilities

A school psychologist in Cedar Rapids, Iowa facilitates a weekly after school group for students who have leaning disabilities and attention deficit. The students establish long and short term goals to help them focus, perform well and be self-motivated. They learn study skills with materials supplied by the school psychologist and from each other. They work as a problem solving and support group. Students and parents have noted improved grades and attitudes.

Contact: Andreya Schneider
School Psychologist
(319) 399-6502

Medication and Behavior Management

Stephanie is a kindergartner who was referred to the school psychologist for behavior problems in the classroom. She has already been referred to a psychiatrist at the mental health center where she was prescribed Ritalin for attention deficit disorder with hyperactivity. To further improve behavior in the classroom, the following behavioral intervention was implemented: Stephanie could earn up to five smiley faces per day for appropriate behavior, i.e., sitting in her chair, not blurting out, etc. If she got three to five smiles, she could go to the resource room where she was given a puzzle piece to build a banana split. When she had all of the pieces earned, she was taken to the Dairy Queen for a real banana split. Needless to say, Stephanie's classroom behavior has improved.

Contact: Kathy Lynch, EdS
(515) 574-5484
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Resource Room Teacher
(515) 574-574

Strategy Training

In Eagle Grove, Iowa, a school psychologist collaborated with the school social worker and guidance counselor to plan and carry out a 10-week support group for 15 middle school-age students who have attention deficit disorder. The students learnt strategies about how to stay on task and concentrate on assigned work more effectively.

They also learned how this disorder "impacts" their life socially with other students, parents, and teachers. The response forms completed by the students and parents have been very positive since the students now feel more comfortable knowing how to cope and adapt to having this disorder.

Contact: Dennis Federsen
School Psychologist
(515) 574-5429
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(515) 448-4767

The teaching of organizational skills is generally left to middle school and high school teachers or to chance. A school psychologist serving an elementary school in Fort Doge, Iowa, developed a program for three first-grade classes to improve the children's organizational skills. Children were rewarded for maintaining a neat desk by an ethereal and never-seen Desk Fairy. "Neat desks" increased from 5% to 80% and teachers reported far fewer lost papers and speedier transition from one subject area to another as the children were able to more quickly locate their books and other materials.

Contact: Donald O. Messmer, EdS
(515) 574-5485
Sandy Wilke, Parent
(515) 955-6060

Including Parents in Assessments

In Fort Dodge, Iowa, a school psychologist, in coordination with a multidisciplinary team including a speech pathologist, early childhood home intervention teacher, and parents, uses Arena Assessment to evaluate developmental delays in children aged 0 to 5. Arena assessment provides information concerning the child's skills in cognitive, communication and language, sensorimotor, and social-emotional development. It also addresses the child's learning style, temperament characteristics, mastery motivation, and interaction patterns.

The evaluation is done in the home to elicit exploratory, manipulative, and problem-solving behavior in the child's natural environment. All team members observe the child at the same time and then discuss how the deficits observed may be interrelated. Parents both observe and participate in the entire process. The data collected are used to develop a program for the child that will foster learning and social development.

Contact: Jody Sunde
School Psychologist
(512) 574-5432
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Home Intervention Teacher,
(515) 574-5465

Parents Support Reading

The Truman Elementary School Parent Tutoring Project in Cedar Rapids identifies students with below average reading skills through Curriculum Based Measurement. This is a quick and easy way to monitor a student's progress in the classroom by using the same materials to test all students. All students in the second through fifth grade were tested and 48 regular education and special education students were identified as performing below average in reading skills. The parents of these students were invited to a training to address this problem and 100% participated. They were given books to use with their children at home and the students were asked to bring the books back when they were finished and be tested randomly out of the book. Most parents worked four or five nights with their children and many expressed enjoying the one-on-one time with each other. Many of the classroom teachers noticed a considerable improvement in these student's reading ability.

"It's fun to read with mom and dad." - Student participating in School Parent Tutoring Project

Contact: Shirley Pike
School Psychologist
(515) 399-6490
Connie Tesar, Principal
(515) 398-2375

Massachusetts

Plan for Inclusion

The public school system in Weston, Massachusetts, a suburb of with a population of 11,000, is committed to community values and excellent programs for all children. For more than a decade the school system has been philosophically supportive of including children with significant needs at the elementary school level. A teacher with training in severe special needs was hired to teach in an inclusive classroom and the students were supported by tutors with special education certification.

In January, 1995, the school system submitted to the School Committee a qualitative analysis of the inclusion program. In addition parents were given the opportunity to participate in open forums about inclusion. Children in these classrooms were given the opportunity to discuss their experiences. Among the children in these integrated classrooms, the school system found that they developed caring and empathy. "Billy is eight years old, can't talk, but we need to find a way for him to say 'I do.' How else is he going to be able to get married?" Children also recognized their peers with special education needs as more alike than different. A second grader corrected his teacher's use of the word "problem," "Just because Suzanne can't walk or talk doesn't mean she has a problem."

A cost analysis of the elementary school inclusion program showed that direct related services totaled about $265,000, while the projected cost of maintaining those same students in out-of-district placements would have been about $460,000.

The positive effects for children with special needs were identified as social gains, appropriate

modeling of behavior, higher self-esteem, increased confidence and increased motivation to work harder. Children without special needs were found to have become more accepting of difference, developed compassion, and also received additional social and academic assistance from the inclusion tutors in their classrooms. The elementary inclusion program is bolstered by the support services teams at each elementary school, which includes school psychologists. On a weekly basis, these teams address the academic and social issues of special needs students.

Contact: Samuel E. Toto
Weston Public Schools
(617) 898-0620

Minnesota

Comprehensive School Mental Health Interventions

All of the school psychologists in Stillwater, Minnesota provide direct mental health services to a wide range of educationally disabled students. This includes: team teaching with a senior high school special education teacher to train mildly retarded adolescents regarding interpersonal relationships, victimization in the community and the workplace, and intimacy; aggression replacement training with groups of acting out emotional and behavioral disordered students; social skill training in small groups to decrease anti-social behaviors and increase positive relationships with mentally retarded, learning disabled and emotional and behavioral disordered students; managing the crisis room by training educational assistants in verbal deescalation and physical restraint, and helping students increase responsible behavior.

Contact: Paula Laidig
School Psychologist
(612) 351-8716

New Hampshire

Skill Training Connects Families

In Somersworth, New Hampshire, a school psychologist organized an after-school homework assistance program in the community's low-income housing complex. As a partnership of the School District, the neighborhood council, and the housing authority, the program has provided more than 7,000 hours of student contact time over the past three years. In the evenings the district's two school psychologists conduct well-attended parent education and support groups. In 1993, the program was awarded the Golden Circle Award by the Department of Education and Governor Stephen Merill's office.

Contact: Dr. Chuck Ott
School Psychologist
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New York

Diffusing Group Conflicts

The Natural Helpers Program has been in operation at John Glenn High School for six years. Each April, a school-wide nomination is conducted in which each student is asked to anonymously nominate three peers and three adults in the building to whom they would turn in times of crises or when a sympathetic, caring listener is needed. A frequency count is made of the number of votes received by each person, and a committee of Natural Helpers senior and advisory staff select a broad cross-section of approximately sixty new students to be trained the following fall. This cross-section is not based on popularity, since the final pool of students must have representatives from each group, clique, or other cluster of students known to exist in the building. These sixty students receive a letter of invitation asking them to attend an evening orientation with at least one parent/guardian. The orientation provides an overview of every aspect of the program, and includes a forty-five minute videotape of an actual weekend in progress. Students who have already participated in the three-day retreat training also discuss their experiences in the program and how it has changed their lives for the better. Those students who decide to "sign on" are asked to sign a written contract along with a parent/guardian which specifies participation in the weekend as well as ongoing training over the course of the school year.

At present, 126 Natural Helpers function in our school of 600 students. Five other senior high schools in our region have successfully replicated the program over the past six years. An annual regional

Natural Helpers conference is planned each spring to further develop our network.

Contact: Dr. Anthony Pantaleno
School Psychologist
John H. Glenn High School
(516) 266-5418

Transition Builds Security

The Student Services Office at Walt Whitman High School is staffed by psychologists and social workers, and meets with all ninth graders at the beginning of each academic year. The goal of the program is to facilitate transition from middle school to high school. Student Services staff meet all ninth grade students in small groups, generally in the students' social studies class. Class presentations are interactive and focus on identification of potential problems for teenagers. A number of issues are discussed, including increased freedom and the inherent responsibilities that come along with being a teenager and attending high school. Other issues discussed include drug and alcohol abuse, academic responsibilities and college preparation, sexuality, social emotional difficulties, and suicide. Emphasis is made on values clarification, and evaluating viable alternatives to potential problems. The Student Services staff is introduced as sources of help in school and a description of the services provided by staff members is presented. Clear instructions are also provided on how to proceed in emergency situations such as suicide intention or attempts by the students or their friends. In addition, literature is provided to all students with information relevant to typical adolescent problems and sources of help in the community, including clinics, town centers, hotlines, and emergency numbers.

Contact: John L. Ochoa, PhD
or Dr. Anthony Panataleno
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Connecting ESL Students

The school psychologist at the Walt Whitman High School, knowing that participation in extra-curricular activities increase the chance of graduating, worked to establish an incentive and outreach program to English as a Second Language (ESL) students. Programs included a 9th grade transition which provided an introduction to sports, music and other clubs. The program involved the community agencies, cultural activities and after school programs at school and the Teen Center. Pupil services personnel regularly met with students to discuss their accomplishments and frustrations. These programs resulted in increased graduation rates and a decrease in class failure and referral to other special services for high school ESL students who may be at risk of dropping out.

Contact: John L. Ochoa, PhD
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Ohio

Transition from Day Treatment Program

The Positive Education Program (PEP) is a contract agency of the Cuyahoga County Community Mental Health Board that is operated under the auspices of the Cuyahoga County Board of Education. PEP Serves 1,400 children and youth from all 31 districts in the metropolitan Cleveland area. Its day treatment programs demonstrate an ability to work with intensively anti-social students in a manner which will enable them to return to less restrictive settings.

PEP's Daytreatment Program works with students who present a wide range of anti-social behaviors. It was developed in the early 1970's as an alternative to residential treatment programs. Although schools often use it as a last resort, PEP is neither a dumping ground, nor a place that focuses on the external control of behavior. PEP provides an engaging and supportive environment marked by the expectancies for normal behavior, where competence is stressed, and where efforts are made to discover and build strengths that promote normal growth and development. Many PEP students return successfully to mainstream settings and PEP focuses on enabling young people to build the social and cognitive capacities that will enable them to succeed in mainstream settings. PEP provides young people with a socially and academically rich environment. It readies young people for their reintegration into mainstream settings and works with those settings to enable them to support these young people once they return. Approximately fifty percent of PEP students are discharged to less restrictive placements.

Contact: Mary Lynn Cantrell
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Emotional Aid to Physically Disabled

At the age of four, Donald was diagnosed with Duchenne's Muscular Dystrophy. Duchenne's is a genetic disease which slowly destroys all the muscle tissue, resulting in a life expectancy of twenty to twenty five years. Don is seventeen. He uses a power driven wheelchair for mobility, is ventilator dependent for seventeen hours per day, receives his nutrition via gastronomy tube and requires twenty four hour skilled care. Don lives independently among his peers in a dormitory at Ohio State University. He is fulfilling his goal of studying atmospheric science to become a meteorologist.

During his primary and secondary school years Don was always included in the regular education setting and received a variety of related services. The most significant and effective being psychological services provided by the school psychologist. Due to the nature of his disease, Don and his family experienced major physical and emotional adjustments in their everyday life. The school psychologist was instrumental in helping them cope as a family unit. He was also the key player in maintaining a positive attitude in the school setting. He supported Don in many ways, through brief counseling sessions, peer interactions, and building self-esteem and assertiveness. The school psychologist was also very supportive to staff in helping them to deal with the daily challenges to having Don in their class. No matter how intense the situation, he was able to help everyone benefit from Don's presence in their life. Due to related services, Don was given the opportunity to develop physically, educationally and most importantly emotionally in order to become a contributing member of mainstream America.

Contact: Valerie Rudar, Parent
1341 Jackie Lane
Mayfield Heights, OH 44124
Cathy Telzrow
School Psychologist
(216) 587-5960

Team Problem Solving Works

The Warren County Collaborative Problem Solving Project involves school psychologists, principals, regular and special education teachers, school nurses, school counselors, and regular and special education supervisors to increase the amount of successful collaborative problem solving which occurs in regard to student concerns. Each participating district targeted one building, where a team of five to seven staff members were trained in collaborative problem solving. During the first phase, each team participated in a two-day training session to improve small group problem solving skills. During phase two, each team participated in a half day session for introduction of the program. During phase three, each team was given an opportunity to identify an activity, such as training an entire building staff or an on-site problem solving meeting led by a trainer. During phase four, building level teams identified the types of support they might need the following year to enhance efforts to improve services to at-risk learners. The program differs from training of intervention assistance teams in two ways; an entire team is trained and the team is trained in problem solving skills.

Contact: Ohio School Psychologists Assn.
750 Brooksedge Blvd, Suite 108
Watersville, OH 43081

Teaming for Social Skills Training

In Oak Hills Local Schools, Ohio, the school psychologist and speech/language pathologist help students with social relationship problems, such as difficulty making and keeping friends, knowing how to ask to be included in group activities, and expressing feelings. Through a social skills program students learn about feelings, ways to express feelings, and body language. Role playing is used to practice approaching a group of peers, asking for inclusion into games, and reacting to rejection. Activities are designed to help students build self-esteem and recognize their own strengths. The outcomes were improved social relationships and students gained a better understanding of feelings. They learned to deal with rejection and negative comments from peers. They also learned to be better communicators through good eye contact, improved listening, tone of voice, and turn taking.

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Contact: Ohio School Psychologists Assn.
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Teaming for Academic Skills

School Skills Group For At-Risk First Graders in Southwest Local Schools, Ohio, uses a school psychologist, speech/language pathologist, and classroom teacher. Five students were identified as needing improved skills; four had already been identified as having speech/language disabilities. The goal was to teach basic skills that many students acquire naturally. Five, forty-minute sessions were held. One skill was highlighted each week through instruction, modeling, discussion, role playing, and finally practice of the skill using materials from the classroom curriculum. Reinforcement was earned by the students during each session based on how well they participated and practiced the skills they were taught. The program improved their ability to listen attentively, follow directions, ask for help when needed, participate in group discussion, and complete work in a timely fashion. Three students demonstrated gains in skills through improved classroom performance. Two students were found to have more serious academic deficits that probably inhibited their progress.

Contact: Ohio School Psychologists Assn.
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Watersville, OH 43081

Transition

Newcomer's Group in Oak Hills Local Schools, Ohio, involves a speech/language pathologist, school nurse, and school psychologist to help students new to the district. This pilot program established a "buddy system" lasting three to four weeks to help a new student feel more comfortable. All new students come together four times after school to discuss how the transition process is going. A booklet has been developed that describes all school-related activities. The booklet indicates the grade level of the activity and provides a brief description of the activity. The booklet is given to all first graders and new students entering the school district.

Contact: Ohio School Psychologists Assn.
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Watersville, OH 43081

Teaming Reduces Referrals

The Kindergarten Intervention Program in Morrow County Schools, OH, uses a school psychologist, school counselor, special education supervisor, speech/language pathologist, gifted and talented coordinator, and parents to serve the needs of kindergarten students who are at high risk for retention and/or special education referral. Kindergarten children who score more than one standard deviation below the norm on the Kindergarten Diagnostic Inventory are referred for the program. Teachers can also refer children for the program. Learning strengths and weaknesses of referred students are identified. This information is used in planning individual and small group sessions of about 20 minutes twice a week for each child. Auditory, visual, and kinesthetic modalities are used in activities that teach basic concepts including letter and number recognition, sequencing, and listening skills. The program is conducted in the student's school. Parent volunteers deliver services. Volunteers receive four to six hours of training by the school psychologist, who also provides ongoing supervision. This program has significantly reduced the number of retentions and special education placements.

Contract: Ohio School Psychologists Assn.
750 Brooksedge Blvd, Suite 108
Watersville, OH 43081

Interagency Team Screening

The Kindergarten Screening Program in Columbus Public Schools, Ohio, involves kindergarten teachers, school nurses, speech/language pathologists, school psychologists, private physicians and dentists, health clinic personnel, Children's Hospital staff, and Lions Club members. Kindergarten students are screened early in the school year (by November 1) for physical and developmental problems. Targeted areas include development, speech/language, hearing, vision, dental, and

growth. When problems are identified, referrals are made to the appropriate resource (internal or external) for intervention. This results in early identification of problems that might interfere with learning and referral to proper sources for intervention.

Contact: Ohio Association of
School Nurses
P.O.Box 162
Worthington, OH 43085

Oregon

Early Intervention for Behavioral Problems

First Steps is a prosocial school screening and collaborative (home and school) intervention program for at-risk kindergartners. The purpose of this program is to prevent or divert at-risk children from a path leading to antisocial behavior in subsequent school years. A total of thirty kindergarten classes and teachers, out of a pool of 40, agreed to participate in the study. Those children rated high on Adaptive and Maladaptive rating scales were observed in classroom and playground settings. Twenty-five kindergartners who met at-risk criteria were invited to participate. Intervention involved both in-class behavioral programming and parent involvement. The classroom component took approximately 20 school days for implementation. The program provided a set of procedures for modifying the classroom behavior of primary grade acting-out children. Acting-out children are those children who defy classroom rules, structures, and procedures, and who display high rates of such behaviors as non-compliance to teacher instructions and direction, inappropriate peer interactions, verbal and physical aggression, and the destruction of property. The program uses a red and green card to prompt appropriate behavior and is paired with class and individual rewards for meeting criteria. The parent component, Home Base, is a brief child-focused program designed to teach parents strategies for helping children practice skills related to school adjustment. Results indicate that First Steps is an effective intervention for young children at-risk for the development of severe behavior problems.

Contact: Bruce Stiller, PhD
Annemieke Golly, PhD
47th School District
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(503) 687-3571

Inclusive Social Skills Training

School Psychologists in Beaverton, Oregon, teach social skills to entire classrooms, not just identified "problem students." This ensures that there are positive models in the group. In addition, the learning of social skills is enhanced since the training takes place in a classroom-setting where the appropriate behavior is expected to occur. Regular classroom teachers who observe the lesson learn the vocabulary and strategies for dealing with the students.

Contact: Phil Bowser
School Psychologist
(503) 440-4038

Pennsylvania

Services in Special Schools

Benchmark is a small private school located in Media, Pennsylvania, for children with average and above average intelligence who have reading difficulties.

A support service department (which includes school psychologists, two social workers and two school counselors) provide small and large group and family meetings. In addition, the support service staff provide weekly consultation meetings with the entire Benchmark staff and teach a weekly effective curriculum to every class. For example, some of the issues discussed in these class meetings were the students' learning styles, alcohol and drug awareness education, and improving social and problem solving skills. Benchmark teachers emphasize strategy instruction i.e., educating students to learn "how to learn." Helping a child become a better self-advocate, so they take their strategies to their next school setting, is enormously helpful to all students. Schools have praised these students

for their ability to ask for help when they need it and for their use of variety of strategies which enhance their day to day learning. Nothing is more rewarding than hearing students begin the talk about reading and learning in a positive manner for the first time, or the frequency with which students return to visit sharing their successes with our present students.

Contact: Leslie Skinner-Hughes, NCSP
School Psychologist
(215) 204-6090

Statewide Plans for Teaching

In Pennsylvania, a multi-organization School Psychology Steering Committee has been formed to promulgate an understanding of the many critical contributions made by school psychologists. One school psychologist assists a number of school districts in the south-central part of the Commonwealth with the implementation of Instructional Support Team, and provides direct training in assessment and intervention strategies. Another school psychologist in Chester County provides consultation and training to school districts in social skills training and other behavioral interventions that help schools to provide safe environments for learning. Working in the northwest part of the state, the school psychologist provides training to parents so that they can assist their children with homework. In northeast Pennsylvania, the school psychologist works with students with severe emotional disturbances and their families in a family counseling format. These interventions facilitate coherent home-school partnerships that increase the ability of the schools to include these children in regular education environments. School psychologists in Pennsylvania are working a myriad of ways to help schools meet their goals in areas such as student assessment, school discipline, crisis intervention, effective teaching strategies, parent involvement, inclusion, inter-agency coordination, and the coordination of effective mental health services.

Contact: Joseph Kovaleski, EdD, NCSP
School Psychologist
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Utah

Transition to Middle School

An intern school psychologist in the Salt Lake City District, conducted a six week luncheon with eight "at-risk" sixth graders entitled "How to Succeed in Junior High." The students were involved and selected by their teachers for participation because of such problems as learning disabilities, English as a Second Language issues, motivational problems, and academic under-achievement. Some of the topics discussed in the seminar included time management, study skills, and project-assignment organization. The students also had the opportunity to attend a class with a junior high peer mentor. Anticipated problems in transition were reduced significantly.

Contact: Denise Colton
School Psychologist
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Parent Training and Improved Literacy

In Salt Lake City, the literacy project enables parents to become partners in helping their children develop listening, language and literacy skills. The teachers and school psychologist interview the parents of pre-school kindergarten and first grade children who are having learning problems. The problems are identified and parents are given books, folders, reading logs along with training to do "shared reading" with their children. Five training sessions are provided weekly and progress is measured. Strategies are modeled by the school psychologist, teachers and parent participants. The program has been successful in improving attention, listening and reading. It is being expanded to 3rd and 5th grade groups of children with disabilities in reading.

Contact: Dr. Anne Taverne
School Psychologist
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Behavior Consultation for Pre-Schoolers

In Salt Lake City, Utah, a school psychologist works with a dozen District preschool special education classes and several Head Start centers. This

population of over 500 educationally at-risk children, three to five years of age, includes both developmentally disabled and non-disabled students. The school psychologist provides services to all students through a behavioral consultation model. Children experiencing behavior and adjustment problems are served indirectly through problem solving conferences conducted by the school psychologist with parents and teachers. Thus, throughout the school year, preschoolers' parents and teachers learned and practiced problem solving strategies designed to enhance their existing skill levels. Adults having the most contact with children were empowered to deal with the preschoolers at hand and also apply their new skills to siblings or to other students.

Adult behavioral outcomes included enhanced parent-teacher communication and cooperative efforts, early intervention for significant behavior problems, and increased behavior management skills. Students demonstrated increased behavior and academic adjustment in both school and home settings.

Contact: Charles Ashcraft
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Salt Lake City School District
(801) 578-8210

Washington

Prevention Works

Edmonds School District, serving 20,000 students overall, has for several years been providing Primary Intervention Program (PIP) services at the K-3 level for early detection and prevention of school adjustment problems, widely documented to impact three or more out of every ten students across the nation.

PIP identifies students who are "at risk" of not adjusting well to school and who could benefit from paraprofessional intervention. Selected children meet with a paraprofessional Child Development Assistant every week for 30 to 60 minutes, either individually or in a small group, to work on social or emotional goals set by the parents, teachers and students. The carefully selected and trained assistants work with the students in specially designed and equipped playrooms at designated schools. Their work is closely supervised by the school psychologist in the building who oversees the selection of the students, monitors the interventions, provides ongoing supervision services to the assistants and consults to parents and teachers. Because less costly paraprofessional aides are used many more children are served and, since the services are provided early in the students' school career, the intervention tends to be more effective.

PIP is modelled after the Primary Mental Health Project (PMHP) in Rochester, New York. To summarize, the key ingredients are:

1. PIP is an early detection and intervention program, not a treatment or therapy program.
2. PIP is school based, and focuses on school adjustment problems.
3. PIP involves systematic screening and assessment at the Preschool through Grade 3 levels.
4. PIP uses trained paraprofessional Child Development Assistants to deliver the services.
5. The Child Development Assistants are supervised by school psychologists assigned to the building.
6. PIP stresses careful monitoring and evaluation of program outcomes.

Contact: Charlotte Clark, Manager
School Psychologist
(206) 670-7209

Helping *Teachers Teach*

Teaching children requires a complex set of skills in learning, behavior, curriculum and related pedagogy. Children frequently have complex problems which challenge the best of teachers. Specialized, systematic instructional interventions need to be planned, tried and evaluated. Children's progress must be monitored and recorded so that results can be documented. Accommodations must be combined with challenging, stimulating curricula to help children with disabilities become the best that they can be. General education teachers and special education teachers indicate that they cannot accomplish this alone. School psychologists help in this process. They find strategies to help teachers deal with behaviors in the classroom which block learning and, working as partners, help teachers use practical, reality-based interventions to improve learning and behavior. Here are some examples of school psychologists helping teachers teach.

Arkansas

Helping with Learning Disabilities

Training teachers, using a modeling and coaching procedure, has been developed at the University of the Ozarks for general teachers to learn how to work more effectively with students with learning disabilities and attention deficit disorder. This program, directed by a school psychologist, has improved teacher skill and student self-esteem. The university also established a learning center for "at-risk" students with disabilities. The Jones Learning Center provides an intensive coordinator counselor transition service as well as regular college learning center assistance. The 69% success rate is far above average for such student groups.

Contact: Julia Frost, MS, NCSP
Director
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Indiana

Training Based on Needs Assessment

School Psychologists in the Evansville Vanderburgh School Corporation, Evansville, Indiana, conduct in-service training workshops for teachers each school year. Every spring, teachers are surveyed to determine areas of interest and need. These areas are addressed the following school year by psychologists through the presentation of in-service training sessions held after school. Recent workshops presented include: Self Esteem in the Attention Deficit Hyperactivity Disordered Child and its Effect on Children, Practical Tips for Managing Attention Deficit Disorder in the Classroom, Dealing with Difficult People, What Educators Can Do About Chemical Dependency, Working with At-Risk Families, Assisting Slow Learners in the Classroom, Aggression Replacement Training, and Stress Reduction for Teachers.

Contact: Susan McDowell, PhD
Director, Psychological
Services & Testing
(812) 435-8300

Mentoring Teachers

A teacher licensed in general elementary education was hired to teach a special education class designed for students with mild mental handicaps. Through an informal mentorship, the school psychologist helped her to understand the nature of students with mild mental handicaps, the intricacies of completing special education paperwork, attending case conferences, and IEP development. They also set up a reinforcement system which is still being used. The teacher's students have made progress under her guidance.

Contact: Theresa Nelson
School Psychologist
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Illinois

Inclusion Manual

School psychologists in Illinois, recognizing the needs of classroom teachers and other staff in the implementation of effective inclusion programs for children with complex disabilities, wrote a manual to address the problems. This manual can be used by principals, parents and school teams in developing effective plans to reduce failure in designing inclusive programs. The manual includes a section on research on the efficacy of inclusive and separate education models as well as tools to make inclusion successful. Copies of the manual may be obtained from the Illinois School Psychologists Association, PO Box 847, Bloomington IL 60108-0847.

Contact: Judith Davids, Chairperson
ISPA Inclusion Task Force
(708) 969-9417

Inclusion

In Woodridge, Illinois school psychologists provide on-going consultation services to teachers and teacher assistants who are working with students who have significant disabilities and are receiving their education in the regular classroom setting. The school psychologists provide the resources in

the areas of learning strategies and behavior management to help teachers increase their effectiveness in providing an appropriate educational plan for disabled students.

Contact: Judith Davids
School Psychologist
(708) 969-9417

Technical Assistance Team

A school psychologist serving Du Page County, Illinois, coordinates a variety of psychological services as part of an Intervention Strategies Team (consisting of the school psychologist, 2 special education teachers and a speech therapist). The team provides staff development and technical assistance to both regular and special education staff as they develop programs and strategies allowing students to be educated within the least restrictive environment. Services provided are related to specific issues and students needs. For example, the school psychologist regularly meets with teachers to develop behavior management plans for individual students and provides follow up on consultation services to monitor and modify the program to meet students needs. In addition, the school psychologist provides in-service training to teachers on functional assessment of behavior to provide teachers with tools to use in the classroom.

Contact: Lisa York
School Psychologist
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Iowa

IEP - A Living Document

School psychologists help teachers make the Individualized Education Plan a living document for measuring progress. Special education reform in Iowa makes the child's IEP the primary focus of evaluation for school psychologists. They no longer use tests for giving children labels for special education. School psychologists are now spending a higher percentage of their time helping teachers remove the barriers to learning. Evaluations are centered on finding ways to remove academic and behavior problems. Assessments are connected to teaching and learning, measuring progress. Parents can make informed decisions about their child's IEP.

In several Spencer and Okoboji, Iowa elementary schools, a school psychologist did a brief 10 minute training and gave "how to" information to over 20 teachers on ways to improve school-to-home communication and work together with parents to improve children's behavior in school. A follow up study indicated that over three-fourths of the teachers receiving the information had already used it with one or more students. Of the teachers who had used the materials, 100% reported modest, good, or strong improvement. Children with "good improvement" were being rated by the majority. When asked whether the techniques would be useful to disseminate to other teachers, 100% said they would be of some use, pretty useful, or very useful, with 90% rating the techniques as pretty useful or very useful. This training was specifically designed by school psychologists to demonstrate the usefulness of "low-cost-high value" methods of training teachers to develop skills to help children and families.

Contact: Jim Quinn
Lakeland Area
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Classroom Behavior Management

A school psychologist in Sac County, Iowa, recently conducted an inservice training with teachers at an elementary school. In methods of managing and controlling classroom behaviors, especially with special education student feedback from the teachers about the quality of the inservice was unanimously positive.

The following week, a case was brought to the attention of the school psychologist concerning a young girl in the 2nd grade who had developed vocal nodules as a result of frequent and intense episodes of screaming. Her mother consulted with her classroom teacher as to what to do. The teacher suggested trying the same intervention techniques taught by the school psychologist during the inservice. Once the techniques were taught, refined and tried, the screaming stopped. Positive results were seen within a few days.

Contact: Bernie Dheere
School Psychologist
(712) 662-4339

Maine

Social Skills

In Bangor, Maine, a school psychologist has been working with both learning disabled and behaviorally impaired youngsters in grades 4-8 in a social skills training program whose goal is to teach appropriate social skills to use both in the school and the community environments. The program has been ongoing for fifteen years and has been developed to provide students with instruction in appropriate social skills and modeling of the behavior through various role playing activities. General and special education teachers participate in both the instruction and the role playing activities. Students have reported in grades 6-8 that the skills they learned in grades 4 and 5 helped them make better behavioral choices on the playground, at home, and in community based activities because they stopped to think about the consequences of particular behaviors before they acted. The school psychologist recently met one of his former students who had participated in the program during grades 4-6. He remarked that he never thought he would use any of the skills that he was taught as a 4th grader, especially when he was participating in the groups, but he sees himself using his learning every day in his work and family life. The young man is a 1993 graduate of Bangor High School, holds down a good job, is married and has a newborn son.

Contact: Mark Roth, NCSP
School Psychologist
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Minnesota

Interagency Collaboration

The goal of the United Way of Minneapolis Area Learning Readiness Initiative has been to help children and youth be ready for learning every day by improving the accessibility and coordination of human services programs needed by many children and their families, and linking the programs directly with the schools. Goals have included: improving school success, reducing time school personnel spend addressing students' nonacademic needs; improving and sustaining collaboration between schools and human services; and improving the accessibility and ease of use of existing services for children. Eleven two-year projects, serve over 2,000 children pre-kindergarten through age fourteen, and their families.

Together for Children is a collaboration that focuses on the needs of Emotional Behavior Disordered students. The project allows Anoka County Community members, parents and teachers of both regular and special education students, school psychologists, school social workers, and other stakeholders to work together to determine how they can best educate all students in the school district, especially those with challenging behaviors so they can be effective and productive members of the community.

Contact: Sally Baas, MSE, NCSP
School Psychologist
(613) 4322-5877

Mississippi

Inclusion Planning

An elementary school in Petal, Mississippi, like many other schools around the country, was faced with the dilemma of instituting the process of full inclusion into their school system last year. Instead of "waiting to see" what would happen once the children were in the classrooms, the special education director decided to be proactive regarding the issue, and sought out the help of school psychologists. The kindergarten teacher who would have four "special" students full-time in her classroom, her assistant, and the special education teacher were particularly concerned with Chris, a six year old male, diagnosed as developmentally delayed with speech problems, who complied with few commands, making instruction almost impossible, and contributing to high levels of teacher frustration. Additional concerns were isolated play, frequent bathroom accidents and teasing of the other children. More cooperation, self control and basic social skills were desired.

This team of teachers were given an inservice in "compliance training" from the University of Southern Mississippi school psychology students. After observing several sessions with the psychologists working with Chris, the teachers were then transitioned into the role of the primary service pro-

viders. At this point, the role of the school psychologist became one of consultant. Compliance rates for this student increased from 45% to 95% within two weeks of training. Because this was an inclusion classroom, the intervention was instituted in the entire classroom and classroom compliance rates increased to 100% within the same timeframe. At follow-up sessions, compliance rates remained high at 95% (one month) and 97% (two months).

More instructional time was reported to be available with Chris which resulted in academic improvement. The teachers also began to observe more socialized play, and decreased teasing of other children.

Contact: Debbie Nastasi
University of Southern
Mississippi
(601) 266-4604

New Jersey

Teacher-Parent Connection

School psychologists have been able to work consultatively with school personnel to provide support and training for teachers, administrators, and others who work with parents. One example of indirect service involves school psychologists consulting with regular education classroom teachers -- who could be a source of support for parents during the referral and assessment process but are not trained to work with parents and, consequently, avoid contact. School psychologists, by consulting with teachers, provide training and support to teachers in working effectively and sensitively with parents. School psychologists also provide extensive support to teachers working with youth with disabilities included in regular classrooms.

Contact: Joan Silverstein, PhD
School Psychology Program
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Ohio

Teaching Communication Skills

This collaboration between a school psychologist and a classroom teacher evolved from consultative conversations between the professionals involved as to the best possible way to assist students having difficulty with social skills, language impairments and developmental delays. All students were age-appropriately verbal but had difficulty expressing feelings, using language to describe or problem solve, or used inappropriate register. The students' class was a cross categorical (students identified as either multi-handicapped or developmentally handicapped) unit located in a midwestern urban school district of approximately 28,000 students.

A weekly group session with the students was established. The teacher and school psychologist jointly selected *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills* (Goldstein & McGinnis) as the curriculum for the group. Different language and social skills were focused on each week. Discussion, modeling and role playing were used during the sessions. The school psychologist committed to providing social skills curriculum information, meeting with the group on a regular basis, and regularly scheduling time to consult/collaborate with the teacher. The teacher agreed to explain the program to the parents and students, obtain parent consent, meet regularly with the group and with the school psychologist, and work to weave the skills worked on in group into the fabric of classroom interactions.

Part of the reason the collaboration worked was because the two professionals operated from similar theoretical stances with regard to language learning and developmental theory. In addition, each professional brought to the collaboration recent theory and practice information from her field. For example, the school psychologist was well versed in social skills curriculum and the current issues of character education. The teacher brought recent information on language learning, pragmatics and incorporating learning across the curriculum (in this instance using literacy activities to support the skills being learned, and incorporating the skills throughout the school day, including on the playground). The students were a central part of the process, giving input as to the issues most troubling them and assisting in the selection of skills to be taught.

The group met 12 times during the second semester of the 1993-1994 school year. The teacher and paraprofessional reported good transfer of the skills addressed during group to the classroom, community and playground. The students continue to demonstrate competency with many of the social skills taught. The group has been expanding during 1994-1995 to include students from two classrooms and a second teacher and paraprofessional have joined the process.

Contact: Margaret W. Frey
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Teaching Low Achievers

In the Akron Public Schools, Akron, Ohio, two psychologists have been very successful in presenting an in-service program to teachers and administrators on how to deal with a low achieving student. These two school psychologists received the Outstanding School Psychology Award, given by the National Association of School Psychologists several years ago for their work in helping the low achieving student. Teachers are taught techniques that may be adapted in their regular education classroom settings to address learning styles of low achievers. This system also includes teaching techniques, testing, and grading procedures that allow low achieving students to meet minimum standards in regular classes. The presentation, entitled "Another Way: Helping the Low Achieving Student" has been well received on both a national and statewide basis.

Contact: Elizabeth Bard, PhD
Lead Psychologist
Akron Public Schools
(216) 434-1661

Oklahoma

Preschool Training

The Clyde Howell Center in Edmond Public Schools developed a preschool inservice program for its 16 professional staff members to assist them in working with children who are at-risk and disabled. The program was developed and managed by a school psychologist who secured funding from the schools and private grants. Interagency cooperation has also helped children and families improve readiness for these children. The professional skills included transdisciplinary experience leading to improved assessments and interventions individually tailored for each child. The program remains limited by funds needed to train parents (using Parents-as-Teachers model) to improve this learning from school to home.

Contact: Dena Pinson
School Psychologist
(405) 340-2960

Oregon

Coordinating Interagency Services

School-based decision-making groups occasionally develop personality conflicts between members, organize themselves in cumbersome ways, or otherwise lose sight of their original mission. A school psychologist in Douglas County, Oregon used his knowledge of group processes and organizational development to create a series of presentations on "the change process," "leadership styles," "reaffirming core values," and "principles of effective meetings". Meeting once a quarter with the elementary school's "Site Council," he helped to improve the effectiveness of this team.

A group of elementary school teachers felt inadequate in dealing with the emotional problems of their students. After consultation with their school psychologist, they volunteered to remain after school for a series of classes on the basic counseling technique called "active listening," which was taught in cooperation with the elementary counselor assigned to the building.The parent of a student with autism wanted school staff to use the controversial "facilitated communication" technique. Staff hesitated and found their supervisors antagonistic to the idea. The school psychologist was called in as a neutral third party whose skills in research and design and statistical analysis could be used empirically to assess whether the student's facilitator was generating the messages that appeared. Since the solution was agreeable to both parties, good working relationships between the school and the home were maintained.

Contact: Phil Bowser
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Utah

Providing Technical Support

The Best (Behavioral and Educational Strategies for Teachers) Project builds on the OSEP-developed National Agenda to Improve Results for Children and Youth with Serious Emotional Disturbance. BEST is a comprehensive staff development effort

across the continuum of general and special education settings. BEST combines model demonstration sites that reflect a variety of local needs and research-based approaches, on-site training and technical assistance for teachers and schools that links teachers and other school staff with each other as well as with expert consultants, on-going development of materials that are utilized in schools and classrooms across the state, a state-wide newsletter, and a state-wide institute that brings together teams from across the state. BEST receives more requests for technical assistance than it can currently provide. Teachers and principals claim that BEST training and support enhances their ability to educate and work with students who are behaviorally challenging in less restrictive and more enriching settings.

Contact: Deborah Andrews
School Psychologist
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Virginia

ADD Task Force

In Fairfax County, six school psychologists formed an Attention Deficit Hyperactivity Disorder Task Force. They developed training materials and intervention handbooks for teachers regarding effective strategies and classroom management techniques for children with Attention Deficit Hyperactivity Disorder. To date, workshops have been presented to approximately thirty different schools, to over 2,000 teachers, and to other related groups.

Contact: Sylvia Harrow
School Psychologist
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Washington

Disseminating Knowledge Systemwide

Edmonds School District, which has 20,000 students, is involving its educators, parents, students and the community at large in a broad exploration of its educational goals to ensure that graduates of the school district acquire theknowledge and skills they need in order to become lifelong learners, personal life managers, quality workers and contributing community members. As one of several "articulation councils" set up four years ago, the Guidance Articulation Council consists of school psychologists (who provide elementary counseling in the district) and secondary school counselors.

The psychologists and counselors have produced a short document entitled "Developmertal Characteristics of Students" which describes three or four physical, social, cognitive and emotional characteristics of students at each of the following levels: Preschool, Early Primary (K-1), Late Primary, (1-2), Intermediate Elementary (4-6), Middle School (7,8), Early High School (9), Tenth Grade (10), and Late High School (11,12). These developmental characteristics provide guidelines as educators in this district who seek to implement authentic assessment, and teaching methods and strategies which are consistent with students' developmental stages.

Contact: Kay Beisse
School Psychologist
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In the Edmonds School District, some buildings have begun the work of focusing the educational program around the need to teach positive social values. In one school, Hilltop Elementary, the school staff has a building-wide focus on the values of respect and responsibility. There are a variety of ways the school psychologist is involved in making this program successful, and such a school-wide focus on teaching appropriate citizenship and social skills directly supports the work that psychologists often are directly trying to promote. Psychologists engage in the following to support these efforts: teaching social skills lessons in classrooms and supporting classroom teachers doing social skills training with students; in-service with teachers on class meetings and or leading meetings with teachers and students, conflict management training, this can be everything from a whole-school program, to individual lessons in classrooms or with small groups to promote the skills involved in solving problems peacefully. In-service is also done with teachers on how to utilize and how to teach these skills are provided. Discussions with parents are provided to share the rationale behind such a program and its value to their children. This is done through conferencing and leading discussions; development, implementation and support of a positive school-wide discipline program, and development of support programs, for example intervention rooms, which allow children to seek the support of adults

when problems occur. These programs are most successful when they are designed to provide more positive activities for the students as well as measures typically associated with discipline.

In this school district, staff involved in schoolwide values programs feel a heightened sense of importance about the work they are doing with students. They see themselves as doing much more than simply teaching good academic skills. Their goal is to turn our educated, caring and responsible citizens.

Contact: Linda Babin
School Psychologist
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Coordinating Interagency Serivces

The school psychologist takes a leadership role in coordinating services with physicians and community mental health centers, social services and juvenile services. Referrals are initiated from community agencies. This school psychologist provides teachers with updates and new ideas for teaching students with disabilities by editing a bulletin for educators, board members and other stakeholders in education.

Contact: Michael Fuller
(614) 452-4518

Helping *Develop Family Responsive Schools*

All parents value education. Partnerships among parents, children and schools help ensure the rights of children with disabilities to a free and appropriate education. This is also assured through active parent involvement. It is clear that an informed, involved parent who has been active in the development of their child's Individualized Education Program will help their child succeed. School psychologists play an active role in providing information and opportunities for families to become partners in helping their children learn. Helping parents improve their behavior management skills, homework planning, assisting with access to community services and helping schools become family friendly are but a few of the services described in these examples.

Colorado

Training Parent Volunteers

For the past four years, a school psychologist has developed and run a Family Advocate Program in the schools. The Program began as a response to her role as a school psychologist and the sole mental health provider in communities where she was a newcomer and unfamiliar with the human service networks that serve families and youth. The program began with a small start-up grant from the governor and has continued to win grants each year to support the family advocates. Three parents from the school community are hired to act as brokers for our families in need of services. The school psychologist organizes a "Human Services Forum" for the schools early in the school year where all the agencies in the county present their programs and the procedure for obtaining services to representatives from the schools and to the family advocates. She meets monthly with the advocates to continue their training in acting as supports for families and to consult on clients. Families are referred to the program either by teachers, other school staff members or most often by self referral. The Program is explained each year at faculty meetings, parent meetings, and in the school newspaper. Families have been helped by the Advocates to obtain such needed services as low cost child care, emergency housing, legal aid, medical assistance and tutoring. Assisting families in this way has enabled children to come to school ready and able to learn.

Contact: Madeline McDonnell
School Psychologist
Boulder Valley Public Schools
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Illinois

Helping Parents Find Information

In Kane County, Illinois, a school psychologist is completing a research review and consultation with the mother of a four year old student. The little girl is of average cognitive development, but has severe motor disabilities. The mother, who is a nurse, has asked the psychologist to assist her with finding information about sleep disorders in children with her daughter's disabilities. They hope to work together in helping Marie to learn to sleep through the night in her own room.

Contact: Kathy Pluymert
School Psychologist
(708) 426-5430

Indiana

Skills for Challenging Children

School psychologists in the Evans-Vanderburgh School Corporation, Evansville, Indiana, have made a commitment to the instruction of parenting skills. Parenting Challenging Children is a parenting course which consists of eight weekly meetings. It is offered several times each year through the Psychological Services Department at no cost to parents at various locations throughout the community. Parents receive direct instruction in strategies for rewarding constructive play, conversation, cooperation, and prosocial behaviors. They learn to balance time and attention among siblings and limit anger and potentially explosive episodes. Childcare is a component of the program and the children receive social skills training sessions through these activities and games.

Contact: Susan McDowell, PhD, Director
Psychological Services & Testing
(812) 435-8300

Iowa

Involving Parents Immediately

School psychologists are increasing their contacts with parents. This contact occurs when teachers or families are first aware of a problem. In Marshalltown middle school, Damon Lamb, school psychologist, reported that "right away we have parents in. It's largely a conjoint consultation approach where you have parents, teachers, and the child involved." In early childhood, involvement with the family is often times from the very beginning. It may begin with screening. After the assessment, it continues with the family through home visits designed to give parents more personal attention. It involves question and answer time, time to model play and positive interactions, and a time for progress check. These services are dictated by

the needs expressed by families. Parents have a significant role as team members in working toward a solution to their child's problems.

Contact: Howard C. Jensen
School Psychologist
Area Education Agency #6
(515) 574-5400

Minnesota

Home School Partnerships

The Schools and Families Together (SAF-T) is in its first year of a five-year plan and focuses on providing school psychologist-in-training and family-school partners with the knowledge and means to build more effective home-school partnerships to enhance the school success of students with disabilities. School psychology students are working with family-school partners to directly teach parents how to help their children be more successful in the curriculum across grades K-8.

"The SAF-T has been great. Without help from you [school psychologists in training, parent paraprofessionals] we would not have been able to connect successfully with our parents. These activities have been extremely helpful in establishing connections to our parents - especially the difficult-to-reach parents and parents of children with special needs." - Laverne Hadby, Family-School Liaison

Contact: Judy Brown, PhD
Bryn Mawr Primary School
(612) 627-7180

Collaborative Training Program

In Stillwater, Minnesota, for the past three years, a school psychologist has collaborated with a community mental health professional to facilitate several 6 to 8 week training sessions for parents with difficult to manage children with learning disabilities and mental retardation. The training has been provided at no cost to the parents, including a homemade dinner and funding for in-home babysitting each session.

Contact: Paula Laidig
School Psychologist
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Michigan

Families in Assessment

School psychologists in Hazel Park Community schools implemented an effective system for including families in the assessment of their children's needs through a family oriented interview approach and assessment of family resources and stressors. The process reduced the time spent on traditional tests. The process included five steps in identifying the problems, strengths and strategies for dealing with the problem of behavior. The family is given help in finding community supports and services breaking down barriers to service and identifying financial and other family functional needs. Parenting stress and lack of community supports are too frequently overlooked as barriers to adjustment for children with serious and emotional behavior disorder. When these barriers are identified and reduced, these children learn and behave more appropriately.

Contact: Mark Anderson
School Psychologist
Hazel Park (810) 544-5222

New Jersey

Familiy Partnerships Work

School Psychologists work directly with parents and help increase understanding, reduce isolation, and provide support and coordination of services. School psychologists have been able to make substantial differences in the lives of parents and children during the special education process. For example, one parent participant in the research project described the school psychologist in his son's school: "She really and truly made you feel like she cared and she was there for your kid and she knew what she was doing. She was bright, competent, efficient, knowledgeable, and she didn't disappear after the first diagnosis. She was there for all the IEP meetings. She would call us on the phone.

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She'd say things like, 'I wouldn't try that. I might try that..' She would talk to the teachers without us asking her to. Because all the teachers are always telling us, 'he's doing fine' and give us all the things you want to hear. Even before we moved to this district, she said 'Bring him up and I'll check him out for you.' That was pretty cool. He wasn't going to the school system yet, but she was going to deliver a service as a professional psychologist, and not solely as an agent of the school."

Contact: Joan Silverstein, PhD
School Psychology Program
Montclair State University
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New York

Outreach To Families

The Home-School Partners work collaboratively with school personnel to facilitate and establish communications between the school and the home, between the school and the community, and among service staff in the building. The project involved designing a formal procedure to foster home-school collaboration to respond to children's behavior problems. Students were referred by parents or teachers to participate on the basis of the following criteria: delays in reading; general academic difficulties (e.g., been retained or placed into a transitional year program); behavioral problems (e.g., consistently being disruptive in class); social and emotional difficulties (e.g., does not interact well with other children); and absenteeism.

A home-visitor visits the homes, talks to the parents about their children and the school activities and helps arrange parent-teacher conferences. Pupil Service teams (school nurse, school counselor, and program staffer) are assigned to a group of students. They meet once a week to monitor progress and setbacks. The positive outcomes included a reduction in special education referral, increased attendance and improved teacher and parental perceptions.

Contact: Dorcas Thomas
Teacher on Special Assignment
Niagara Falls School District
607 Walnut Avenue
Niagara Falls, NY 14301

Ohio

Interagency Family Support

Akron, Ohio, school psychologists work with multiple agencies to assist children with disabilities in an economically stressed area. The Decker Center is a cooperative multi-agency program serving 300 families and children with disabilities and those-at-risk. It includes the Barbeton City Schools, the University of Akron and the Children's Hospital Medical Center of Akron as well as 13 other agencies. School psychologists work with others to assure that children with disabilities gain from special education and that families support those gains in learning. Positive outcomes from this program include: 100% immunization rate, compared to 50% in Ohio; up-to-date on screenings for learning disabilities, chronic childhood diseases, and speech, hearing and language problems; 42% of families improved in personal/ family functioning; 48% of families improved in self-sufficiency functioning; 25% of families improved in educational functioning; and in literacy program 33% reached GED equivalent performance in math and 15% in English.

"The determination to make collaboration work comes from the amount of progress you see in a relatively short periods of time ... we're constantly bringing ourselves back to why we're here, which is a focus on what's in the best interests for children." - Mary Frances Ahern, Director of the Decker Center

Contact: Mary Frances Ahern, LISW
(216) 848-4264

Preschool Parent Group

In the Akron Public Schools, a school psychologist specializes in the assessment, intervention, and programming of pre-school three and four year old handicapped pupils. One of the major focuses of success this past year dealt with the development of a pre-school parent group. This group met on a weekly basis and the school psychologist addressed issues related to developmental needs, educational options, community support systems, emotional and adjustment expectations, peer relationships, and family dynamics. Parents were most appreciative

of this pre-school support group and efforts are underway to expand this component of the pre-school handicapped program for the upcoming year.

Contact: Elizabeth Bard, PhD
Lead Psychologist
Akron Public Schools
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Pennsylvania

Developmental Expectations

The school psychologist utilizes a variety of techniques and skills to help children and their families. For example, the school psychologist and a teacher at Saltsburg Elementary School presented a half-hour introduction to "Feelings" as a result of a meeting held for a first grade foster child who had been deprived and lacked communication skills. Obviously, this had a negative impact on school as she crawled under desks behind doors, kicked, etc. rather than talking. Feelings were discussed: kinds of feelings, body posture, etc. The adults modeled behaviors and children did role plays. Faces were drawn for the children to demonstrate happy, sad, and angry feelings. They were told they could use these drawings in the classroom to express their feelings, talking about them later. This improved attention.

The school psychologist also worked on "parent training" with the mother of a toddler, who she thought may have behavior problems. The mother, lacking information, had the same expectations for her two year old active male as she did for her two older daughters. The mother was also under serious stress. The school psychologist discussed with the parent the developmental differences between boys and girls at the chronological age of two, and loaned the mother books on child development. The psychologist also advised the mother about the "Center for Improvement of Family Life" which offers additional parent training and support.

In another instance, the school psychologist spent a significant amount of time dealing with a family who was in crisis regarding emotional/academic/health (seizures and ADD) issues. In addition to providing family support, the psychologist met with teachers regarding what to expect of this student and also the stressors that families with chronic health issues must deal with on a daily basis to increase their level of understanding.

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Utah

Literacy Program

An adult literacy program was designed to teach parent/child shared-book reading practices and interactive strategies to increase language development and sharing of first hand experience with the home. The goals of the interactive sessions are to learn simple self-management strategies; book use to develop understanding of books as literary objects, and also as tools to increase language development, communication, comprehension, and concept development; about common school expectations and the people who work at the school; and how parents may be a support to each other.

Participants include the consultant(s) (including teacher or school psychologist), parents, children of parents of preschool, kindergarten, and first grade students. Training has taken place within the Rose Park Elementary School, whose student population comes from ethnically-mixed, moderately low-income families. Rose Park is considered to serve an educationally at-risk student group. Problem identification and description takes place during the first interview. Current and desired practices of parent and child reading are described and recorded. The educator and parent develop a plan for regularly-scheduled reading and management of reading as a home practice. Five one-hour parent training sessions are scheduled on consecutive weeks. Eight to 10 parents meet with a team of two educators. Parents may leave their children at a school based daycare where reading to students is a programmed activity. During this group meeting, parents bring the log they've kept of time and amount of reading with their child for that week. Parents record their time on a bar graph and discuss progress and difficulties with reaching their goal with other group members. Basic behavior management techniques and problem solving are discussed and encouraged as homework. Five books are read during the training period. Each parent receives a copy of the book to be read that week.

The book is read by the group with the teacher or school psychologist demonstrating strategies to increase vocabulary, language expression, and questioning strategies so as to bring to mind related prior experiences. Book parts and organization are labelled. After a reading session at home, parents are asked to complete a 9-item checklist which serves as a reminder about skills to be practiced. At the last meeting, the Treatment Evaluation Interview is conducted, including discussion of a plan to continue reading when group support is no longer provided. As a summary activities, parents view a videotaped demonstration of a parent reading to her child, making use of all techniques learned. Then parents complete a treatment evaluation form.

Contact: Dr. Anne Taverne
Salt Lake City School District
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Organizing Community Resources

The school psychologist brought together resources in the community to address the social, cultural and economic needs of students with disabilities by developing an interagency community council which includes 40 agencies including government, the PTA, Red Cross, Latino Council, mental health, and others who meet monthly to effectively problem solve. School psychologists invited two other school districts to join the council. This project resulted in a better use of grants to identify infants in need of support, increasing early preventive intervention. One of the their projects was chosen to be a "Born to Read" project - one of three in the nation. This same group of Utah school psychologists established a K-3 "at-risk" program which partnered with community mental health to provide quick response to children falling behind in learning and behavior appropriate for school. School psychologists helped parents by supporting the implementation of a Parent Resource Center for parents to come and learn beyond the usual IEP meeting. Parents are helped to manage ADD/ADHD issues and deaf/hard of hearing disabilities. 96% of the parents using the center were from the low-income range, unable to seek out private help for their support. The parent program uses parents to make its agenda and helps parents find needed services. Children get needed medication and proper learning aides as well as videos for assistance in teaching sign language. Children labeled "retarded" have made significant progress through supportive counseling and effective study skill planning with their teachers and parents. One such child is now employed and married and attending a community college in preparation for a degree in child development.

Contact: Kay Jacobsen
School Psychologist
Provo School District
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Partnerships in Addressing ADD

An intern school psychologist in the Salt Lake City School District conducted conjoint behavioral consultation sessions with parents and teachers of one second grade and two third grade boys with Attention Deficit Hyperactivity Disorder (ADHD). The purpose of the consultation was to deliver behavioral treatment to help remediate social skills difficulties experienced by the boys. A second purpose was to enhance the home school partnership.

Contact: Denise Colton
School Psychologist
(301) 578-8211

Washington

Family Advocates and Service Coordination

In the West Valley School District, the role of school psychologist has taken on new meaning. The school psychologist is seen as the primary social service advocate for all children and families. Along with providing the traditional evaluation and program development services to children with disabilities, the school psychologist is also an advocate for families when interacting with the myriad of agencies outside the school setting. This model was developed through cooperation with the University of Washington and is based on the idea of wrap-around services for every family that re-

quests assistance. Therefore, any child within a school building is eligible for the services offered by the school psychologist. This may range from helping get food through the local food bank, helping a parent enroll in college, finding legal assistance and any number of additional tasks.

The school psychologist has become a front line advocate for the needs of families and children. This gives us the opportunity to impact not only the child's school experience, but also their family setting and the community. No longer are we reacting to situations. Now we can take a proactive position and broker the services that are needed by families before the problems move from the school and into the community. Parents, teachers, administrators and school psychologists totally support this approach to school psychology services. It is effective and impacts children in a global setting.

Contact: Marc Hamilton, NCSP
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Kidscreen Helps Families

Providing comprehensive developmental and health screenings and referrals to community agencies of children birth to six years old was the focus of Kidscreen at its inception in 1991. Begun as a three-day summer project through the Yakima School District's Early Childhood Program, Kidscreen (coordinated by the district's preschool psychologist) has served over 2500 children and their families. Kidscreen has evolved into a truly multi-agency project that provides both summer screenings and regular screenings in communities during the school year. School districts, hospitals, health clinics, Head Start, several divisions of the Department of Social and Health Services, mental health agencies, the local ESD, and a variety of private non-profit, businesses, and volunteer organizations take part in Kidscreen by assisting with staffing, use of facilities, loans of equipment, and follow-up of referrals.

Kidscreen services include developmental screening, a Healthy Kids [EPSDT] examination, dental screening, mental health screening, hearing screening, and needed immunizations. Families are provided with referrals to appropriate community agencies and appointments are made before they leave the screening site, whenever possible. Families also receive information about development and activities they can use to promote their children's development at home. Though Kidscreen takes a "wellness" focus, it also allows school districts and agencies to cooperatively identify young children who may be in need of other services including school district special education services and medical services. Kidscreen also makes a special effort to reach out to the non-English speaking population of our county and transportation is also provided on request to families who otherwise would not be able to attend.

Kidscreen has met its original goal of helping families identify their children's needs and providing access to services to meet those needs. Kisdscreen is a workable and replicable model that can be implemented in any area where school districts and community agencies can work together cooperatively.

Contact: Pat Kramper, EdD, NCSP
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Yakima School District
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Helping *Discipline Students*

School safety is a priority issue for all students, teachers, schools and communities. It is also a priority for school psychologists as the school experts in behavior and classroom management, school climate and discipline. Research has shown that children who are taught to think before they act will behave more responsibly. These students will spend more time on-task and, therefore, will learn more. In a disciplined environment, teachers will have more time to teach and administrators will spend less time dealing with discipline referrals, suspensions and negative parent contacts. Effective discipline programs must affect all children, including children with special education needs.

California

Conflict Resolution

School Safety and discipline are improved by several programs being implemented in California. For example, the Peacemakers Program in Los Angeles teaches all children, including those in special education to solve problems without fighting and disrupting learning. At the 75th Street School fighting incidents have decreased from around 15 a day to less than three per day. Serious fights are "very rare" since the schoolwide training coordinated by the school counselor and school psychologist. Peacemakers are awarded recognition for their actions in avoiding and stopping fights. Chronic problems in school are addressed with more intensive intervention.

Contact: Evelyn W. Eccles
School Psychologist
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Colorado

Team Teaching Social Skills

A school psychologist, believing in in-class interventions, taught social skills in the classroom instead of in small groups. Team-teaching with the classroom teacher helps insure follow-through during the week and throughout the year. Students who have not necessarily been identified as having needs in this area also benefit from this teaching.

Teachers have said that it sets a different tone in the classroom and on the playground. It gives the students and the teacher a common base of knowledge and a common language. The school psychologist typically teaches communication skills, understanding of differing views, how to deal with anger, conflict avoidance, how to negotiate conflict and refusal skills.

This is done in six weekly sessions at each grade level. The psychologist manages to find time for this proactive intervention by doing focused short term groups and by redirecting direct service time to classroom time.

Contact: Jackie Jones via
Laura Douglas
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Individualized Discipline Plans

Cherry Creek Schools, southeast of Denver, Colorado is a school district of 36,000 youngsters with four high schools, six middle schools and 29 elementary schools. The school district has taken a strong zero tolerance on weapons and violence in the schools. At the outset, students went though the expulsion process. This has now been narrowed to students who fall within the following different groups: those students clearly in violation of the act by their own resources; students who act impulsively and show bad judgement in decision making; and students who attempt to gain acceptance and are involved in an act where they get caught and the others get away. The school district has found that using the expulsion process not only sends a message to the community, but as an intervention for the child has been very effective. This has allowed them to "wake up parents, involve community resources and get a strong message to students about what is acceptable and not acceptable behavior." The result has been some students who have disappeared from the educational system, and a larger percentage of students who have responded to the intervention and have returned to school successfully. For example, Carol, 17-year-old female, was having severe problems with relationships and vacillating up and down in her functioning in school. She was very erratic in her thinking processes and was involved in threatening a boy with a pocket knife. This resulted in her expulsion. After being removed from school, a support system was established. Carol's parents followed the recommendation of the school and she received psychiatric help. Carol was diagnosed with bipolar disorder, which explained her racing thoughts. She received continued mental health support upon returning to school the next year.

The school district enrolled Carol in a different high school and gave her a great deal of support. Carol still had a marginally chaotic life, but was able to continue her education and finished her senior year and graduate. This support through community agencies around her mental health needs, family intervention and school involvement helped to focus the student on what she needed to do to achieve her goal of graduation. She was involved in no acts against other students, even while experiencing some difficulty with cognitive problems. Carol was received very positively by the school board upon graduation and had a great feeling of

accomplishment, having kept it together for that period of time.

Dave was a very friendly, large youngster. He wanted desperately to have friends and in the name of protecting another student, kept a weapon in his locker. He was caught with this weapon and as a result was expelled. His special education and related service needs were met in an alternative education placement. This gave him great deal of personal support, improved his educational skills, and increased the involvement of his parents. Dave has responded very positively to developing appropriate peer relations, has acquired a job and is no longer susceptible to being victimized by other kids to meet his needs of affiliation.

These interventions are examples of taking into consideration the individual needs of the child as well as keeping the community safe and giving a strong message about what is acceptable and unacceptable behavior. The goal of safe schools and successful students can work together. Crisis creates opportunity, not just punishment but also success.

Contact: William W. Porter, PhD
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Connecticut

Inclusion

School psychologists in Trumbull, Connecticut, work with teachers to help them deal with the increasing number of children with special needs included in their classrooms. Communicating factual information about children's specific needs and effective ways of teaching them is only part of this intervention. Facilitating communication between teachers and parents often helps avoid adversarial situation in which a child may be caught in the middle. One example is a recent case where the teachers were angry and frustrated by an obviously bright and capable boy who was unable to control his behavior in and out of the classroom. Through observations and meetings with the parents and teachers, the school psychologist was able to calm both sides down and help the mother to deal with long standing difficulties with the boy. She took him to the doctor, who diagnosed Attention Deficit Disorder and placed him on medication. This, along with a behavior plan, made a significant difference in his behavior and in his teacher's response to him.

Contact: Marlene Cavagnuolo
Stratford Pupil Services
(203) 385-4225

Counseling Stops Suspension

A high school student that the school psychologist first became involved with when he was a sophomore had been suspended from school and placed on a part-time tutoring because of violent behavior. Through intensive counseling with the student and advocacy with the teachers, he gained control of his behavior, culminating in his graduation from high school after five years and going on to college. Without support services, this boy would at best have joined the ranks of the unemployed, and may well have ended up in prison.

Contact: Marlene Cavagnuolo
Stratford Pupil Services
(203) 385-4225

Counseling Stops Disruption

In Danbury, Connecticut, school psychologists work with students, teacher, and parents in order to facilitate students' receptivity to learning and maximize the teaching time. School psychologists have provided counseling to one student who was about to be disciplined for disrupting the class. He has an attention deficit hyperactivity disorder, learning disability, and is trying to cope with the death of his father. Before counseling was initiated, he disrupted class discussions frequently, upset other children by talking about conversations he was having with his deceased grandparents, and spent less than 25% of his time on task. After three weeks of counseling, he stopped disrupting the class and spent 90% of his time instead attending to task.

Contact: Susan Mallory
School Psychologist
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Florida

Changing the School Climate

Project ACHIEVE has been implemented in over 18 schools in Polk and Hillsborough County, Florida, Montgomery, Alabama, and elsewhere. It

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is a schoolwide program involving regular and special education teachers, paraprofessionals, school psychologists, school counselors, administrators, parents, and other school personnel including bus drivers, maintenance, cafeteria, and office personnel, and community agencies. This project was developed to respond to the needs of school personnel and parents. The project integrates school, home, and community resources to address the social, academic, and behavioral needs of at-risk and special education students, their families, and teachers (and other educational staff) who interact with them. The focus of the project is a building-wide training and implementation process that supports the development of new skills in teachers, school personnel, and parents, skills that are more responsive to the needs of today's students than the skills traditionally used in schools. The service delivery model is collaborative, multidisciplinary, and involves parents as equal partners in problem solving.

Project ACHIEVE has six primary goals: enhance problem-solving skills of teachers; improve classroom management skills of teachers and classroom behavior of at-risk students; improve the school's comprehensive services so that students with below-average academic performance can be served, as much as possible, in the regular classroom setting; increase the academic and social progress of students through enhanced parent involvement; validate Project ACHIEVE and develop a demonstration training site in its expansion; and create a school climate in which every teacher and staff member believes that everyone is responsible for every student in the building.

Specific results from one school in Florida: discipline referrals for disobedient behavior decreased by 86%, fighting by 72%, and disruptive behavior by 88%; suspension rate decreased from 13% of the student population to 3%; referrals to special education testing decreased 71% while consultations for implementation of effective academic and behavior interventions increased; placements in special education classrooms decreased by 91%; the assessment process became more cost- and time-efficient; and grade retention of students decreased from an average of 61 students per year, during the two years before Project ACHIEVE, to one student during the two years after Project ACHIEVE. There have been similar results at the other schools.

When parents are trained along with teachers - 100% of the parents and 83% of the teachers reported a significant decrease in the number and intensity of behavior problems in children identified as having "disruptive behavior problems." 91% of the parents trained agreed they had better control of their children and 82% reported a better relationship with their children.

Contract: Drs. Howard M. Knoff and
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Anger Control

Anger-Management Training provided by school psychologists in Polk County has helped angry agressive sixth graders identify what set them off and how to counteract a harmful response. The weekly training helped these twelve year old boys gain control and support each other's control. They also achieved skills in relating to their peers and building friendships. When students graphed their own progress over two years, they were amazed at how much better they were doing in lowering their referrals to the office for fights and disruption.

Contact: M. Denise Bishop, MA, NCSP
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Illinois

Behavior Disorder Teams

The Behaviors Disorder (BD) team at Downers Grove North High School has created programs to address the needs of behavior disordered students. The Counseling Group meets weekly in the classroom to give students a chance to talk about their problems and work on strategies and solutions. The Alternative Intervention program is to separate students from their peers and offer an alternative learning environment to out of school suspension. Students are expected to perform academic tasks, attend to their personal needs, and eat lunch within the assigned room. Students also participate in a specially developed social skills curriculum. In its three year history, the BD team has established a truancy intervention program that has been 100% effective; improved class attendance by 90%; and increased students grade point average by 1.42; and decreased discipline referrals by 64%.

Contact: James Lund, NSCP
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HELP Promotes Social Skills

Help Every Learner Prosper (H.E.L.P.) in the Quincy Public Schools, Quincy, uses school psychologists, social workers, and all certified and classified staff to promote the health, safety, academic, social, and emotional needs of the students. It is a system for within building multidisciplinary teams whose focus is meeting the needs of troubled students through a proactive effort to identify, assess, and assist them. The individuals in the group work together as equals and use a group problem solving process. Each school develops a flow chart to aid them in the procedure that they will follow.

The functions of the H.E.L.P. process are to: identify, assess, and assist troubled students; design and implement individual interventions that will help students be more successful in their regular classroom placement; provide more options prior to the special education process to increasing numbers of students experiencing difficulty; provide valuable information to school program improvement; support school personnel serving high risk students; and create links between schools and community agencies. The program reduced formal referrals by 40%, helped in school inclusion and improved collaboration.

Contact: John Venegoni, Coordinator
Psychological and
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(217) 223-8700

Indiana

Peer Mediation

In the Evansville-Vanderburgh School Corporation, Evansville, Indiana, school psychologists have implemented a conflict resolution/peer mediation program. This program is an ongoing resource which complements school rules and disciplinary procedures as well as other types of educational programs. Students are trained as conflict resolvers who help disputing students to identify and express their concerns and come to their own resolutions. The students in conflict feel a diminished sense of hostility, increase their problem-solving skills, and experience a sense of responsibility resulting from their participation in the resolution of problems. As a result of the peer mediation program, school staff spend less time on discipline and the overall school climate has improved.

Contact: Susan McDowell, PhD, Director
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Iowa

Reducing Impulsivity

In Wapello County, Iowa, a school psychologist, working with five elementary school students diagnosed with attention deficit hyperactivity disorder and oppositional defiant disorder, helped them learn how to reduce impulsive acting out and name calling in the classroom by 75%. The children were taught to recognize that they don't have to become upset and act out every time someone says something they don't like. Reward systems were put into place and teachers were trained in how to reduce their need to lecture and punish for misbehavior, and instead how to act in such a way as to reduce confrontation. Classroom expectations and assignments were also modified to meet student capabilities.

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Douma Elementary School
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Role Models

Students with Behavioral Disorders (BD) often demonstrate difficulty exhibiting appropriate social skills. Over the last five years, a school psychologist has offered social skills instruction to small groups of elementary students identified as behavior disordered. Weekly topics are coordinated through the students' teachers; presentation of the skills is through games and role playing. A reward

system is in place to increase the incidence of demonstrating the target skill in the small group as well as in the school setting. Regular education students participate in some social skill topics as positive role models and in hopes to increase the interaction between special education and regular education students. These instructional groups build rapport among the BD students, the school psychologist, the teachers, and role model regular education students. Behavior disordered students learn positive skills, are able to practice these skills, in a "safe" environment, and improve the quality of their interactions within the communities they reside.

Contact: Jil Gustafson
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Kansas

Aggression Replacement

In seven school districts of Emporia, Kansas, school psychologists, school counselors, and behavior disorders teachers worked together to establish the Flint Hills Special Education Cooperative. The school psychologists are directed to provide social skills training to students identified as behaviorally disordered. Aggression Replacement Training materials were used along with group therapy techniques. A counselor is now used as a co-therapist. There is coordination with the local mental health center. Referrals for the program come from teachers, counselors, parents, or administrators. Students need verbal agreement from their family to participate. This allows related service professionals dealing with students with behavior problems to provide more effective services by combining instruction with hands-on experience and parental support.

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Maryland

Teacher and Parent Consultation

School psychologists in Anne Arundel County Schools provided over 22,000 consultations to teachers and parents during the 1993-94 school year. They developed numerous alternative discipline procedures designed to keep children in school and reduce non-educational absence caused by suspension. They developed a behavioral, special skills training program for seriously emotionally disturbed children. They provided extensive collaboration with the court system, the department of Juvenile Services and Social Services and Social Services, keeping close contact with probation officers and social workers recognizing that learning helps students manage their behavior. They worked with parents to assure that behavior management plans were supported and reinforced at home. Teachers inservices provided by school psychologist included: Substance Abuse Prevention; Educational Management of Students with ADD; Behavior Management; Classroom Climate; Assertive Discipline and Effective Discipline Strategies. Many similar workshops on adolescence, abuse and behavior were provided to parents.

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Massachusetts

Behavior Management

José was referred for special education due to learning and discipline/behavior problems. The school psychologist reviewed the case and consulted with teachers to devise a plan, including a plan to address José's discipline problem of leaving the classroom. Interventions included José and his family obtaining treatment at a counseling agency, placing him in special education for 60% and mainstreaming for the rest of the time. When José was suspended from woodwork class because of the danger to himself and others, the school psychologist was able to find peer tutors to work with him during that period on his first grade reading. He had just developed new reading skills in his special education class in which he took great pride. A new evaluation enabled teachers to differentiate between José's learning problems and his bilingual problems. The school psychologist consulted with his teacher when his behavior became more negative and active to help change the timing and the dose of his

medication for hyperactivity. They also devised a plan whereby he received two grades at the end of each period, one for work attempted and for conduct, and one for quality of work completed.

"I just wanted to let you [school psychologist] know that José is doing so well with me! Thanks for your help." - Lynda Mackerigan, teacher

Contact: Joan Riley Walton
School Psychologist
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Minnesota

Preventing Dropping Out

The University of Minnesota and Minneapolis School District created the Partnership for School Success Project to help students stay in school. The innovative services of a monitoring and school engagement dropout prevention procedure - the Check and Connect system - have helped youth with learning and emotional/behavioral disabilities at high risk for dropping out be more successful in school. Seventy percent of the students with disabilities who participated were on track to graduate in four years contrasted with 36% of similar youth in a comparison group. In 9th grade, 72% of students with disabilities who participated had persisted in school contrasted with 48% of similar youth in a comparison group. A group of the Check and Connect System provides direct collaboration with families. Among several outreach efforts, parents were taught a five-step problem solving strategy to help reinforce at home what the adolescents with special needs were learning in school.

"Being involved in these parent meetings has prevented my child from dropping out of school." - parent of adolescent with emotional/behavioral disability

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Systemwide Training Intervention Plan

This past year, a school psychologist in Wabasso School in Minnesota has spent eight days training over 200 teachers, administrators, and non-certified school staff how to deal with violent behavior in a nonviolent therapeutic manner. Violent behavior within these small schools is still an exception, but it is on the increase. The school psychologist is called upon as a resource for information or leadership on a number of issues that effect children and their families. These include crisis intervention training, attention deficit disorder, and inclusion techniques, inhalant abuse and child development issues.

Contact: Ervin Marquardt
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Missouri

Planned Direct Intervention

A seventeen year old male student, suspected of having a behavior disorder, made inappropriate sexual remarks to a female student. School psychologists consulted with school staff. A committee of staff met and determined that this behavior was related to the student's suspected disability. Recommended consequences and interventions included individual social skills training and counseling for student and ten days at the district's Alternative Discipline Center (ADC). The ADC is a general education program for suspended students that features individual academic support in students' courses/school work, decision-making and problem solving/conflict resolution strategies, and other interventions designed to reduce further behavioral problems and conformity with school and district rules. No further instances of sexually inappropriate behavior have been reported since this intervention.

A first grade male student who had been diagnosed as both learning disabled and behaviorally disordered and who was receiving resource special education services physically assaulted a female peer. A school psychologist was involved with the IEP process to assist in determining whether the behavior was related to the disability or not. The behavior was found to be related to his behavior disorder. Rather than change the student's place-

ment, social skills training by the school psychologist for the student, his general education and special education teachers, the general education class and the school's guidance counselor was expanded. The student has nearly completed the current school year with a relatively high level of success.

A third grade male student suspected of having a behavior disorder and a learning disability (and with a private diagnosis of ADHD) hit another student. The school psychologist provided consultation to the general education teacher to modify the existing behavior management system. The teacher instituted a student self-management charting system with the student where rewards are provided for improved behavior on an intermittent basis. The school psychologist consulted with school counselor to provide individualized social skills training for the student that addressed the student's ability to more effectively deal with frustration. No further suspensions have been reported since the interventions.

A fifth grade female student with a learning disability who was receiving special education services reportedly sexually assaulted a female peer. The school psychologist attended the IEP meeting where "relatedness" was to be determined. During the course of the IEP meeting, the possibility of this student having been sexually abused was raised along with discussions about the student's behavioral difficulties prior to receiving special education services and possible significant emotional issues. The school psychologist played a major role in these discussions and the decision to further evaluate the student's emotional status and possible behavior disorder. The student changed school assignments during the summer after the incident and the evaluation. The school psychologist worked directly with the staff at the new elementary school while ensuring that the safety/welfare of other students was protected, the student was accepted and provided with appropriate interventions. No further incidents have been reported since changing schools.

A third grade male student displaying significant oppositional and disruptive behavior and who will soon be evaluated for special education services was charged with behavioral infraction, normally one that warrants suspension, for a variety of misbehavior. The school psychologist communicated with the student's private counselor ways of better managing the student's behavior. A behavioral "charting" system, to be implemented by the classroom teacher, was put into place, along with assistance being provided directly to the teacher to help improve behavior and self-esteem. The school psychologist is currently providing social skills training to the student's entire class.

School psychologists spent a great deal of time this past year training over fifty educators to teach social skills to their students. The social skill training took place primarily in one elementary school (Sorrento Springs Elementary). This building's principal, John Morris, views the social skills training as being highly beneficial for both students and staff. He perceives that more time is being focused upon instruction and less time upon behavior as a result of the social skills training. Because of the success at Sorrento Springs, other principals have asked their staff to be trained in the social skills paradigm.

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Parkway School District
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New Jersey

University-School Violence Prevention

The Center for Applied Psychology at Rutgers University has developed training and technical assistance relationships with several New Jersey school psychologists in helping schools curb violence. Dr. Maurice J. Elias has trained school psychologists to teach students social decision making and life skills. The training is an excellent alternative to suspension and expulsion according to Frank Fehr of Bartel School, "the one we use (skill training) is educational and proactive." The training combines a proven curriculum with computer technology. Students select a problem to solve from the menu. The program teaches young children to think before they act. The curriculum has been picked by 20 school districts. It is now taught by trained teachers with school psychologists and other pupil services personnel serving as consultants. The results show improved sensitivity to others, more cooperative learning, more positive behavior and better self control, all attributes which reduce discipline problems.

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New York

Effective Behavior Strategies

Thoughtfully planned, successful behavior change interventions occur quietly every day in schools throughout our country. For example, a strategy developed for Jim (a multiply disabled adolescent) has effectively reduced his uncontrolled and vicious biting of himself and others from as frequently as 10-15 times per hour to an approximate average of once every 7 1/2 days. Jim would not only bite and injure himself, but would periodically strike out at peers and adults. This posed a severe health and safety hazard, requiring constant adult monitoring at home, in school, and on the school bus, and virtually isolating him from social contact. The strategy to help Jim control this unacceptable behavior was simple and straighforward. After each class period during which no bitting occurred, Jim was allowed to engage in activities rewarding to him such as listening to music or using the computer. If biting occured, a staff member gained his attention, held his face with both hands and firmly said, "NO BITING; NO BITING IN SCHOOL." This strategy has become a part of Jim's classroom routine over the past year and a half, and Jim has at times been able to refrain from biting for as long as two weeks to a month. He is also reported to be calmer, more attentive to school tasks, and is able to eat lunch with other kids. Thus not only has his negative behavior been substantially reduced, but he has improved the quality of his life by adding more appropriate substitutes.

School psychology and special education journals are practically overflowing with behavior change interventions. In one study, a seven-year-old special education student named Steve stole up to six items per day. A strategy was devised in his class which enabled Steve to earn points and receive praise whenever a regular check of his possessions found no stolen items. However, fines and reprimands were imposed when items not belonging to him were found. As part of a classwide system, Steve could trade his earned points for various rewards at a classroom store. This procedure reduced stealing from an average of 6 items per day to only three items during the entire 31 days following the end of the "points and fines" intervention. His parents also reported diminished stealing at home.

Other school-based behavior strategies exist which reduce such self-defeating actions as truancy, tantrums, impulsivity, disruptive classroom behavior and physical aggression. Still others can teach adolescents how to refuse sexual overtures, instruct second graders on conducting their own behavior change strategy to improve their classroom behavior, or help a mentally retarded child eliminate soiling. The variety and scope of effective interventions available for use in the schools vividly reminds us that since all students are welcome in public schools, all students are our clients, despite the nature or severity of the problems they bring with them. Public schools do not choose their students, and are obligated to educate every one of them. To meet this challenge, behavior change techniques are being developed to improve the lives of youngsters with disabilities and help them profit from special education programs and services.

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Prevention Training

In the Geneva School District, the Paraprofessional in the Classroom (PIC) made specially trained paraprofessional aides available to assist needy students who possess academic, behavioral, and/or social difficulties within the regular classroom. PIC is designed to prevent special education placements and decrease in the number of minority students placed in special education. Associates are trained in reading and mathematics, as well as behavior management techniques and are assigned approximately five students each. The associate assesses the student's situation and creates goals and objectives before creating intervention strategies. The school psychologist both trains and provides continual supervision of the paraprofessional associates working with the student.

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Ohio

Transition from Alternative Schools

In the Akron Public Schools, Akron, Ohio, a school psychologist is assigned to work full-time in the Pupil Services Department, specializing in assisting students expelled due to violation of student behavior codes. This school psychologist runs a Pupil Adjustment Program and helps coordinate the early re-entry of selected expelled students. A wide variety of community references are shared with parents and efforts are made to assist the student when re-entry is advisable. This school psychologist also helps coordinate the alternative school where selected expelled students may attend on a half-day basis. This unique arrangement allows for the students to work on a transition program as they re-enter the public school setting from their expulsion status. Detailed statistics are compiled by this psychologist which are used to help formulate changes in the Code of Student Behavior.

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Oregon

Teaching Appropriate Behavior

In Roseburg School District, a school psychologist helped to manage disruptive behaviors in the classroom by reminding students of their actions and how they affected others. For many students who interrupted instruction, all that was necessary for changing behaviors was a gentle reminder of the rules and attention to their action by whispering in their ear. As the school psychologist worked the room in this way, the teacher was free to continue with instruction. For other students, building a bond was necessary to instill the will to perform within the rules and guidelines of the group. Most of the students who engaged in disruptions desired appropriate behaviors but had gotten off track not knowing how to get back on again. Having this direct attention from another person in the classroom allowed them to learn new acceptable behaviors.

Contact: Virginia Harris
School Psychologist
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Technical Assistance

An elementary school in Roseburg School District was faced with a large number of students who presented serious behavioral problems. When the staff tried to decide what to do next, they became overwhelmed with the enormity of the problem. They called upon their school psychologist to lead the staff in a series of strategic planning meetings that helped them focus on the main concern, brainstorm and evaluate options, and eventually implement a successful action plan. An Oregon school board set up an ad hoc committee to study discipline issues and appointed a school psychologist to the committee so they would have someone who could dig up, analyze, and summarize the scientific facts.

"Very often, school psychologists know the answers to questions raised by teachers and parents. But if we don't, we know the research base and information sources well enough to be able to find the answer quickly." - Mary Henning-Stout, School Psychology Program, Lewis and Clark College

Contact: Phil Bowser
School Psychologist
(503) 440-4038

Pennsylvania

Crisis Intervention

School psychologists are called upon to intervene on many levels during crises. In Philadelphia, following an attack on a high school teacher by an intruder, a team of school psychologists were quickly detailed to the building to minimize the chances of possible long-lasting and debilitating reactions to the crisis. The faculty and the students were given group and individual forums by the psychologists for dealing with their anger and frustrations. The team of school psychologists also provided "postvention" services by assisting staff and other safety agencies in developing a series of planned

steps to minimize the chances of other attacks on teachers by intruders. This planning also assisted in helping prevent confrontation between students and teachers.

Contact: Kenneth Hopkins
School Psychologist
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Ongoing student mediation and crisis intervention conducted by a school psychologist to resolve differences and conflicts between Muslim and non-Muslim students has had a positive effect in a high school in Philadelphia. Working with over 20 students (including some with disabilities), staff, and community members, the school psychologists reduced the number of physical and verbal incidents between the groups by conducting sensitivity sessions, establishing open lines of communication with group leaders, and developing fair procedures for dealing with disputants. Building administrators show their support of this effort by requesting that the psychologist continue his intervention plan.

Contact: Vernard Trent
School Psychologist
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Rhode Island

Supporting Special and Regular Educators

Westerly, Rhode Island's 800 student middle school and 1100 student high school employ collaborative teaching among teams of regular and special educators. Westerly's teams (now 75 in number) have modified their instruction to enhance engagement and learning among all students. The schools also provide students with alternative disciplinary responses that are incorporated into individualized behavior plans, a place to go for academic and emotional support (a planning center) and a team of individuals who work with students, teachers, and families to monitor efforts and to improve results (school psychologists, social workers, and behavioral specialists). These efforts, in turn, are backed by a strong commitment to staff development, student mentoring, as well as links with mental health and social service agencies. By employing these mechanisms, Westerly has been able to improve grades, achievement, and attendance of students with emotional and behavioral problems while decreasing disciplinary referrals and creating inclusive and responsive learning communities among students, faculty, staff and families.

Westerly's planning center exemplifies its commitment to addressing the needs of students and teachers. Supervised by a behavioral specialist, it contains computers for students to work and play on as well as a carpeted area with a rocking chair where students can take a time out to cool down or reflect on their problems. The room functions as a place where students receive both academic (e.g., tutoring) and emotional support as well as work on social skills such as peer mediation and listening. In addition, planning center staff monitor the students' behavior plans, consult with teachers regarding how to adapt their teaching, and help students establish links with community resources such as community mental health centers.

Westerly's commitment to staff development is extensive. All teachers have four days of training a year, including a two day off-site retreat where they focus on academic subjects as well as on how to work with students who have emotional and behavioral problems. Team teachers receive even more extensive support. In addition to the four days of training, they participate in a three day summer institute and are provided with extra weekly planning time (backed by a substitute) to plan their team teaching and adapt their instruction to the needs of diverse learners.

Contact: Richard Pendola
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Texas

Social Skills Programs Reduce Referrals

In Azle Independent School District, the school psychologists implemented a Social Skills Training component in Behavior Improvement Classes at all grade levels, including Early Childhood classes. For the 1995-96 school year, the school psychologist has spent 16% of her time in direct intervention in the form of social skills training. At the Early Childhood level, this has involved "Spinosa Bear" from St. Paul, MN and *Peace Making Skills for Little Kids* from Peace Works. At the secondary level, curriculum has come from the researched

material of Arnold Goldstein's *Prepare Curriculum*. The psychologist is currently in the process of implementing the well-researched *I Can Behave Curriculum* from Myna Shure at the elementary level. Additionally, the school psychologist spent 22% of her time this year in teacher and parent conferences about behavior management and alternative interventions to more restrictive settings. Marsha Smelly, Diagnostician, comments, "interventions provided by psychological services have reduced the number of referrals for more restrictive placement by approximately 16% at the high school level."

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Utah

Preschool Interventions

In Salt Lake City, a school psychologist works with a dozen district preschool special education classes and several Head Start centers. This population of over 500 educationally at-risk children, three to five years of age, include both developmentally disabled and non-disabled students. The school psychologist provides services to all students through the behavioral consultation model. Children experiencing behavior and adjustment problems are served indirectly through problem solving conferences conducted by the school psychologist with parents and teachers. Thus, throughout the school year, preschoolers' parents and teachers learned and practiced problem solving designed to enhance their existing skill levels. Adults having the most contact with children were supported in dealing with the preschoolers at hand and also to apply their new skills to siblings or other students. Adult behavioral outcomes included enhanced parent-teacher communication and cooperative efforts, early intervention for significant behavior problems, and increased behavior management skills were gained by adults. Students demonstrated increases in behavior and academic adjustment in both home and school settings.

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Helping Teachers with Inclusion

Inclusion of behaviorally disordered students can be particularly difficult. Many schools do not want unruly students to be returned. For five years, a generalization program has been operating in Utah in which students are systematically prepared to return to regular education. The generalization process starts after the negative behaviors have been reduced and substantial progress have been made in academic and social skills. Teachers' expectations are assessed and students are taught "Teacher Pleasers" and self-management skills. The student's progress is monitored by a teacher or school psychologist who are slowly phased out. This program has highly successful. School psychologists are critical in this process as advocates, consultants, and direct interventionists.

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West Virginia

Impulse Control Training

A school psychologist in rural West Virginia works with a total of 30-45 students at two elementary school. Many of these students participate in the Social Skills Training program and have mastered impulse control, decision making, organizational, friendship, and anger control strategies. In any given week teachers have rated that 68% to 94% of these students have demonstrated their target skill in the classroom. Teachers are trained and participate in the program and have cited classroom management advantages for them and a variety of advantages for the students. Positive results for students have occurred in classroom behavior, self-esteem, relations with peers and adults, and academic achievement. Training has also been given in the regular classroom. This provides advantages for entire classroom of students. A.I. Boreman Elementary school is requesting that a developmental social skills program be created and initiated in K-5 next year.

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Wyoming

Dealing with Emotional Disorders

School psychologists in Wyoming are assisting with the development, implementation and evaluation of a new way to address the needs of elementary school students with emotional and behavioral disorders (EBD) without removing them from a regular classroom setting. The new program referred to as the Combined Classroom Model (CCM) had been piloted at McKinley Elementary in Caspar, Wyoming for the past two years. Approximately 32 fourth and fifth grade students are being educated in the combined classroom (CC). Four of the students are formally classified as EBD (ie., they meet the current federal definition of emotionally disturbed) and would have been placed in a self-contained special education classroom if it were not for CC. Up to eight students in the CC may have learning disabilities. The CC is staffed by general education teacher, a resource teacher, and two teaching assistants, all of whom have received special training in behavior management and social skills instruction. The CCM is very cost effective in that McKinley Elementary did not increase the number of certified resource teachers as a result of the CC.

Research tells us that improved outcomes for elementary students with EBD realistically translates into an increase in productivity and a decrease in personal suffering, crime, victimization, and the tax burden. One of the unique features of the CCM is the well adjusted elementary school children are given the opportunity to play an important role in helping their classmates with EBD acquire the skills necessary to have improved late outcomes. Specifically, the well adjusted students have the opportunity to establish relationships with students with EBD and to naturally model and reinforce prosocial skills and appropriate behavior. This is quite the opposite of what often occurs in the self-contained special education classrooms for students with EBD. All of this occurs in a classroom setting where special emphasis is placed upon assuring that all students feel accepted, valued and physically safe. All the parents of students without disabilities from the first year opted to place their child in the CCM for the second year.

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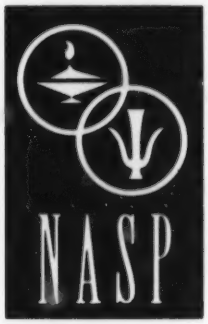
Appendices



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

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INFORMATION ON SCHOOL PSYCHOLOGICAL SERVICES

- **Service**: School Psychological Services

- **Personnel who deliver this type of service**: School Psychologists, Educational Psychologists.

- **Type(s) of Service(s) Delivered**:

Consultation - Collaborate with teachers, parents and school personnel about learning, social, emotional and behavior problems.

Education - Provide educational programs on classroom management strategies, parenting skills, substance abuse, teaching and learning strategies, etc.

Research - Evaluate the effectiveness of academic programs, behavior management procedures, and other services provided in the school setting.

Assessment - Work closely with parents and teachers, school psychologists use a wide variety of techniques to evaluate: academic skills, social skills, self-help skills, personality and emotional development, etc.

Intervention - Work directly with students and families as well as help solve conflicts related to learning and adjustment. Provide psychological counseling, social skills training, behavior management, and other interventions.

- **Target Population Served**

School psychologists are found serving all 15,000 local education agencies in all states and territories as well as DOD schools. They serve all children and families within those school districts. They also serve infants, toddlers and preschoolers in special programs, Head Start and others settings. School psychological services are one of the *related services* available to students with disabilities who are in need of *special education and related services*. School psychologists as one of the *pupil services* are also a designated service under Title I and other titles of the 1994 Improving America's Schools Act.

The National Association of School Psychologists (NASP) serves over 20,000 school psychologists and related professionals who are dedicated to serving the education and mental health needs of children, adolescents, young adults and families.

- **Training**

All school psychologists are required to be certified and/or licensed by the state in which services are provided. Although requirements vary from state to state, the National Association of School Psychologists offers a national certification, (Nationally Certified School Psychologist), to all those eligible. The requirements are a Masters or higher degree in school psychology, with a minimum of 60 graduate semester hours, a 1200 hour internship, 600 hours of which must be in a school setting, a passing score, (660) on the National School Psychology exam, and course content to ensure substantial preparation in school psychology.

All Nationally Certified School Psychologists must actively engage in activities designed to expand and enhance their skills as a school psychologist. To meet this requirement, NASP requires at least 75 hours of continuing professional education within a three calendar year period.

Currently there are over 212 school psychology training programs in existence. Approximately 1800 school psychology students graduate annually from graduate training programs.

- **Guidelines and the Standards for the Professions**

All applicants for national certification must meet the *Standards for Training & Field Placement in School Psychology*, (NASP, 1984). In addition, NASP has adopted *Principals for Professional Ethics and Standards for the Provision of School Psychological Services*, (NASP, 1992). These guidelines represent the professional behavior required of school psychologists in any setting as well as representing the position of NASP regarding the delivery of appropriate and comprehensive school psychological services.

- **Distribution**

Geographical: School psychologists are not evenly distributed across the nation. Some states and regions have adequate school psychological services, but most regions and states do not meet the NASP standard of 1 school psychologist for every 1000 students. For example, Connecticut has a ratio of about 1:800 whereas Missouri has a ratio of 1:20,000. The average is about 1:2100. As might be expected, affluent school systems

have better ratios than do poor systems.

Grade level: School psychologists serve all grade levels. With the development of Head Start, Part H of IDEA, and School-to-Work Transition, school psychologists are frequently serving children ages 0 through 22.

Ratios: According to the *Standards for the Provision of School Psychological Services*, (NASP 1992), the current recommended ratio is one school psychologist for every 1000 students and one supervising school psychologist for every ten school psychologists. In addition, the guidelines state that each state educational agency (SEA) should employ at least one full-time supervising school psychologist for each 500 (or fewer) school psychologists within the state.

- **Typically Employment Situations**

School psychologists are typically employed in any of the following settings: public or private schools, universities, clinics, institutions, private practice, community agencies and hospitals. Most school psychologists are employed by local education agencies. Cooperatives are also found in rural areas and areas which have numbers of small school systems.

- **Financing & Costs**

Per pupil per year: School psychologists' costs are not determined on a per pupil basis. School psychologists are frequently paid on the teacher's salary scale with additional pay for an advanced degree or a longer year of service. The national average salary for present members is about $43,300 after 10 years of employment. With an average ratio of one school psychologist to 2100 students, the "per pupil cost" would be about $21 per pupil.
Cost for training: Three years of graduate school and college costs about $70,000 in a state college program, not including living expenses.
Sources of funding for services: Most school psychologists are funded through local and state education budgets. Some are funded completely through IDEA federal funds. Some are funded through Head Start and Improving America's Schools Act funds. Medicaid can be used to fund school psychological services to poor children with disabilities. Twenty-six states use Medicaid to fund some school psychological services. These funds come from federal and state budgets. It is rare for school psychologists to be funded through third party payers in the schools.

- **Significant Historical Milestones in the Evolution of the Field**

1899 - First psychology clinic in a school.

1915 - First person appointed as a "school psychologist."
1925 - First licensing for school psychologist.
1928 - First school psychology training program. (NY University)
1935 - First state certification. (NY)
1945 - First organizational identity
1954 - First national conference.
1962 - First journal (Journal of School Psychology)
NCATE accreditation of program with school psychology section.
1969 - First formation of the National Association of School Psychologists.
1975 - First federal legislation recognizing the importance of school psychological services. (PL94-142/IDEA)
1988 - First National School Psychology Examination.
1989 - First National Certification in School Psychology.
1994 - First Federal law to define school psychology standards (ESEA)

- **Critical Issues**

School psychology has been sometimes been misperceived as a special education assessment service rather than a full system of mental health-education services. Service delivery has changed for the better over the past 10 years and school psychologists are most often providing an array of services designed to prevent problems and change the systems and climate of community schools. Funding is a critical issue. Education reform which ignores the social-emotional blocks to learning is an issue. Cultural diversity and the educational demands of a technological workplace are issues not yet addressed by schools and result in inappropriate demands upon school psychologists for "assessments." Changing roles require ongoing training and retraining.

- **Important Research and Evaluation Studies on Effectiveness**

There is substantial research on the effectiveness of school psychological interventions. Several studies show how interventions work. The U.S.Department of Education should support research to evaluate school psychological related services and maintain an office within that Department for school psychology and other pupil/related services. We do know the children with serious emotional disturbance who receive school psychological services have a higher graduation rate than their counterparts who needed but did not receive their intervention (OSEP,1993).

There are several references which summarize the researched practices of school psychology including:

> ***Best Practices in School Psychology III.*** **(1995) Thomas, A. & Grimes, J. Washington DC: The National Association of School Psychologists. (ISBN 0-932955-99-1). Edited by Alex Thomas and Jeff Grimes, this 1295**

page volume contains 96 chapters, many authored by practicing school psychologists, on topics including individual psychological counseling, developing local norms for behavioral assessment, teaching study skills, working with autism, bilingual children, children with psychosis, culturally different families, as well as a variety of systemic interventions for improved achievement, self-esteem and positive community school partnerships. (NASP publishes over 100 professional books and periodicals.)

School Psychology Review Journal. The *Review* is a refereed journal published quarterly by the National Association of School Psychologists. The primary purpose of the *Review* is to provide a means for communicating scholarly advances in research, training, and practice which can affect the delivery of school psychological services. The *Review* publishes original research, reviews of theoretical and applied topics, case studies, and descriptions of intervention techniques useful to psychologists working in educational settings.

Handbook of School Based Interventions. (1993) Cohen, J. & Fish, M. San Francisco: Josey-Bass. (ISBN 1-55542-549-6). Part of the "Social and Behavioral Science Series," this 512 page volume captures the relevant information found in research and other writings on intervention strategies which can be utilized in school settings for student problems. The book provides suggestions, cautions and complete information for the practitioner to use for problem solving. It encourages the reader to investigate the strategies further by reading other related materials and the original research studies.

Solve Your Child's School-Related Problems. (1995) Martin, Michael and Waltman-Greenwood, Cynthia. New York: HarperPerennial. (ISBN: 0-06-273366-4). Written by two of the country's leading school psychologists, this book is a clearly written and organized guide to solving the most common and serious problems facing children today. It assists parents by empowering them with information that will help them help their children.

Children At Risk: Poverty, Minority Status, and Other Issues In Educational Equity. (1990) Barona, Andres and Garcia, Eugene E.. Washington, DC: NASP. (ISBN: 0-932955-16-9). This important book provided a comprehensive perspective on the issues of "at-risk" children, with particular attention given to poverty, minority status, and ethnicity. It covers Education Equity, with a focus on bilingualism and its relationship to education and interventions with low-socioeconomic and minority children, including factors associated with academic success of Mexican-American and Anglo students.

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Position Statement

Employing School Psychologists for Comprehensive Service Delivery

The National Association of School Psychologists supports policies and practices which enhance the education of all students. NASP is concerned about staffing policies which are detrimental to the best interests of the child, family, and school system as a whole. During times of economic crisis and personnel shortages, school districts may consider alternatives to employing their own school psychologists, such as contracting out for services or general staff reductions. It is essential that administrators and policy-makers understand the nature and potential limitations of these options and the importance of maintaining professional standards in order to make cost-effective decisions which do not sacrifice the quality or availability of services to students.

Independent contracting for school psychological services includes a variety of arrangements, such as privatization and subcontracting through other public agencies. Some school districts have implemented contracts with agencies or individuals which shift the delivery of services from the public to the private sector, or may contract services through public cooperative (intermediate) units, or may supplant school-based services with "co-located" services of community agencies.

NASP does not oppose the provision of comprehensive school psychological services through intermediate educational agencies. In fact, NASP recognizes that such units often represent the most viable means of ensuring appropriate services. However, NASP opposes independent contracting as a general practice if it compromises the delivery of comprehensive services as required by professional standards and federal law and if contracting supplants or decreases the availability of services delivered by district-employed school psychologists.

NASP's professional standards require that "employing agencies assure that school psychological services are provided in a coordinated, organized fashion, and are deployed in a manner which ensures the provision of a comprehensive continuum of services..."[1] In addition, the federal mandates of the Individuals with Disabilities Education Act (IDEA), formerly P.L. 94-142, require that the evaluation and placement of students with disabilities is comprehensive, multi-faceted, and determined by a multidisciplinary team. This process stresses the need for educational specialists to work with each other in the educational environment and to gather input from numerous sources, including observation of the student within the learning environment, consultation with school personnel regarding educational performance, consultation with parents, and individualized assessment of the student's skills.

Both NASP and the American Psychological Association recognize the specialized training in school psychology as different from the specialized training in other specialty areas, such as clinical and industrial psychology. The independent

contractor who is not a trained school psychologist may be a skillful clinician, but lack essential knowledge, expertise, and experience to gather appropriate data in the school context and to facilitate a collaborative, comprehensive approach with the other members of the educational team.

School psychologists employed by school districts:

- offer cost-effective services including early prevention and intervention activities which can eliminate the need for many costly evaluations and placements;

- are readily available to school personnel and students in times of crisis;

- understand school issues from a systems perspective;

- are sufficiently familiar with the students, staff, legal requirements, and policies of the school system to provide support, consultation, and intervention where day-to-day knowledge is essential to communication and to defusing potentially dangerous or adversarial situations; and

- provide a wide range of services not easily or cheaply purchased via private contracts, such as reviews of records, consultation with parents and school personnel, ongoing systematic classroom observations, inservice training, program planning and evaluation, and participation on multidisciplinary teams.

Contractual services may be appropriate in limited circumstances in which an outside contractor supplements the regular services of the district's school psychologists or provides services which are otherwise unavailable or impractical. Such circumstances include:

- specific situations where specialized training and experience beyond what is typically available in the school district is required in order to provide appropriate service to the student or district, such as with low incidence disabilities or the provision of clinical home-based services through shared funding;

- situations where a very small district is unable to support the funding of a full-time psychologist and must seek an alternative arrangement such as contracting through an independent services provider; and

- situations where a personnel shortage creates a temporary need to obtain services from available sources such as private providers.

Any contractual agreement should meet the standards established by NASP (Standards for the Provision of School Psychological Services, 1992, Section 3.4, "Contractual Services") and follow the guidelines of the APA/NASP Inter-organizational Council[2], and ensure that:

- due process rights of students are upheld;

- the amount and quality of psychological services is increased, not decreased; and

- the agreement does not result in any loss of legitimate employee rights, benefits or wages.

Employing School Psychologists for Comprehensive Service Delivery

Psychologists hired under independent contract to provide services in the schools should hold at least the same credentials and should be expected to practice within the same professional and ethical standards as school-employed psychologists.

The National Association of School Psychologists is committed to enhancing educational opportunities for all students through the organized delivery of comprehensive school-based psychological services. NASP further recognizes that such services can be delivered in a variety of ways without compromising the rights and needs of students. However, in most situations, the most cost-effective, professionally accountable services will be those delivered from employees within the school district.

NASP therefore urges school administrators and school board members to consider the legal, educational, and long-term financial ramifications of any shift of services away from the school district, and to seek more cost-effective models of service delivery which do not decrease the availability of school-based psychologists. We further urge school psychologists to work with administrators, collective bargaining units, and professional associations to help develop strategies for the delivery of cost-effective services which maintain their rights as employees and enhance educational outcomes for all students.

Finally, NASP urges school psychologists and other
educators to empirically evaluate the cost-effectiveness of current and proposed models of service delivery and to establish ongoing program evaluation of all providers of school psychological services.

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[1] Standards for the Provision of School Psychological Services. National Association of School Psychologists, 1992.

[2] Guidelines: Contractual Services in School Psychology. Statement developed by the APA/NASP Inter-Organizational Council (IOC). Endorsed by the NASP Delegate Assembly, March 27, 1992.

Adopted by the NASP Delegate Assembly, April 18, 1993

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Position Statement

Pupil Services: Essential Education

The goal of education is to prepare young people to become literate and motivated workers, caring family members and responsible citizens. Professionals concerned with education further recognize that -- in addition to intellectual challenges -- students must overcome personal, social, organizational and institutional challenges that could place them at risk of educational failure. Intervention that addresses these challenges is essential.

Pupil service teams that include professional counselors, school psychologists and school social workers are trained in such interventions and in removing barriers to learning. These professionals are partners with other educators, parents and the community in accomplishing this objective and in providing optimum teaching and learning conditions for all students in a total education program.

The value of pupil services has long been recognized by federal, state and local governments. In 1988, the pupil services team concept was again reinforced in federal law. In the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297), the following definition was included:

> "The terms 'pupil services personnel' and 'pupil services' mean school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment diagnosis, counseling, education, therapeutic, and other necessary services as part of a comprehensive program to meet student needs, and the services provided by such individuals."

Clearly, pupil services are most effectively delivered through the team approach. The complex needs of students demand the comprehensiveness implied by uniting the skills of trained professionals. Through teamwork, school psychologists, school social workers, school counselors and other pupil services providers work together to provide coordinated services for students and their families. The pupil services team approach is based on the following concepts:

- Pupil services programs should be developed from identified needs of students, parents, staff and administrators.

- All pupil services are related and must be coordinated for optimum effectiveness.

- Pupil services demand developmental, preventive and remedial emphases, thus requiring the contributions of skilled professionals.

Pupil Services: Essential Education

- Program evaluation is critical to pupil services teamwork.

- The teamwork required for achievement of pupil service objectives mandates trust, open communication, mutual respect, ongoing collaboration and effective coordination.

We believe that this team approach for pupil services can establish a national precedent for state and local initiatives. Such initiatives would be designed to provide vital services to all young people in our schools. Our purpose is to support the efforts of counselors, psychologists, social workers and other pupil service professionals in providing a coordinated delivery system designed to serve this country's school-aged youth.

Through this statement, our respective organizations reaffirm the pupil services team approach as integral to the educational process. We further signify our commitment to continue collaborative efforts. We invite other pupil service professions to join with us in this alliance.

This statement issued jointly by the American Association for Counseling and Development, the American School Counselor Association, the National Association of School Psychologists and the National Association of Social Workers.

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Position Statement

Inclusive Programs for Students With Disabilities

The Individuals with Disabilities Education Act (IDEA) created significant educational opportunities for students with disabilities and established important safeguards that ensure the provision of a free, appropriate education to students with special needs. NASP strongly supports the continuation and strengthening of this mandate. NASP also recognizes the need to continually evaluate the effectiveness of all aspects of our educational system and to promote reform when needed.

Problems With the Current System

NASP also recognizes that the special education system that evolved under this mandate includes a number of problems that create unintended negative outcomes for some students. These include:

- A referral and evaluation system that does not function as originally intended. Some of the weaknesses of this system include: 1) an inability to reliably differentiate among categories of students with disabilities; 2) a lack of evidence that students grouped by category learn differently or are taught differently; and 3) a classification system that lacks reliability, utility, and acceptance by many parents and professionals.
- Inequities in implementation of the least restrictive environment provisions of IDEA. Data suggests that the restrictiveness of many special education placements is not based upon the severity of students' disabilities, but may instead result from the configuration of the service delivery system that is available in the community.
- Concerns that traditional special education programs are not effective in terms of learner outcomes.
- Overly restrictive special education programs housed in separate schools or "cluster" sites that result in social segregation and disproportionate numbers of students with disabilities being grouped together. For example, some students, especially those with more severe disabilities, must attend separate schools to receive appropriate special services. Many parents and professionals feel that it is inherently inequitable that some students must leave their neighborhood schools and communities to receive appropriate services.

A Call for Inclusive Schools

NASP, in its continuing commitment to promote more effective educational programs for ALL students, advocates the development of inclusive programs for students with disabilities. Inclusive programs are those in which students, regardless of the severity of their disability, receive appropriate specialized instruction and related services within an age-appropriate general education classroom in the school that they would attend if they did not have a disability.

Inclusive Programs for Students With Disabilities

NASP believes that carefully designed inclusive programs represent a viable and legitimate alternative on the special education continuum that must be examined for any student who requires special education.

Potential Benefits

Some of the benefits of inclusive programs include:

- typical peers serving as models for students with disabilities;
- the development of natural friendships within the child's home community;
- learning new skills within natural environments, facilitating generalization of skills;
- students with disabilities existing in "natural" proportions within the school community;
- all students learning to value diversity; and
- general education classrooms that are better able to meet the needs of all students as a result of additional instructional resources, a more flexible curriculum, and adapted instructional delivery systems.

Developing Inclusive Programs

In advocating for the development of these programs, NASP takes the position that:

- Inclusive programs must provide all the services needed to ensure that students make consistent social and academic gains.
- General education teachers, special education teachers, school psychologists, other related services providers, and parents must collaborate to ensure appropriate services for all students and to ensure that all programs are based upon a careful analysis of each student's needs.
- Outcome-based data on inclusive programs must be collected to ensure that students with and without disabilities are making consistent educational progress.
- All educators involved in implementing inclusive programs must participate in planning and training activities. Knowledge and skills in effective collaboration, curriculum adaptation, developing supportive social relationships, and restructuring special services are but a few of the areas in which skills are needed. Training based upon the needs of the staff involved in planning these programs is essential.

The Role of the School Psychologist

School psychologists can provide effective leadership in the development of inclusive programs. School psychologists have training and experience in collaborative consultation, disabilities, intervention design and curriculum adaptation, modification of learning environments, program evaluation, and other issues critical to effective inclusive programs. Because of this expertise, school psychologists are in a unique position to assist schools in assessing student needs, reallocating existing resources, and restructuring service delivery systems to better meet the educational and mental health needs of all students. School psychologists can foster the development of inclusive schools by:

- providing meaningful support and consultation to teachers and other educators implementing inclusive programs;

- distributing articles and research to fellow educators and district committees responsible for educational restructuring;
- leading or serving as members of groups that are evaluating or restructuring education programs;
- planning and conducting staff development programs that support inclusion;
- providing information on needed changes to legislators and state and federal policy-makers; and
- collecting and analyzing program evaluation and outcome-based student data.

Changing our Schools

NASP recognizes that the current framework of special education policies and regulations is often incompatible with inclusive programs. Consequently, NASP joins with the National Association of State Boards of Education in calling for a fundamental shift in the policies which drive our compensatory education system. Changes are required in:

- The system used to identify and evaluate students with special needs. Categorical labeling systems are not only unreliable and stigmatizing, they are unnecessary in an inclusive system.
- The current special education funding system. The link between funding and placements must be severed. Many aspects of the funding system are driven by labels and program locations rather than by student needs.

NASP recognizes that the shift toward more inclusive schools will require profound changes in the ways in which schools are organized. We are committed to working with parents, other professional groups, and state and national policy-makers in creating new funding and regulatory mechanisms that promote effective programs within neighborhood schools and ensure that students with special needs continue to receive appropriate resources. We endorse a process of planned change that involves all stakeholders in research, planning, and training to ensure that our nation's schools can attain excellence for *all* of our children.

Adopted by the NASP Delegate Assembly, April 17, 1993.

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